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ABSTRACT

Documents on American Indian education are cited in this bibliography, which is a supplement to 3 earlier bibliographies (ED 031 352, ED 048 961, and ED 058 980). The bibliography contains abstracts of approximately 337 documents cited in "Research in Education" (RIE) from July 1971 through September 1972 and approximately 72 citations (some annotated) from "Current Index to Journals in Education" (CIJE) from July 1971 through September 1972. Citations are indexed by subject terms. The entries cover a wide variety of educational resource materials, such as research and program reports, teacher guides, books, and articles, that examine educational development relative to Indians. (FF)

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AMERICAN INDIAN EDUCATION

A SELECTED BIBLIOGRAPHY
(WITH ERIC ABSTRACTS)

ERIC/CRESS SUPPLEMENT NO. 3

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MARCH 1973

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EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS (CRESS)

New Mexico State University

Las Cruces, New Mexico 88003

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PREFACE

The Educational Resources Information Center (ERIC)--a federally funded national information system dedicated to the improvement of education through the dissemination of educational resources and research-related materials--aids school administrators, teachers, researchers, information specialists, professional organizations, and students in locating and using educational resources.

As one of eighteen ERIC network centers, each of which focuses on a separate area (or areas) of education, ERIC Clearinghouse on Rural Education and Small Schools is responsible for collecting materials related to rural education and small schools, and American Indian, Mexican American, migrant, and outdoor education for input into the national ERIC system.

One of the main functions of the ERIC system is to process documents other than current journal articles for announcement in *Research in Education* (*RIE*), a monthly publication containing abstracts of completed research and research-related reports in education as input by the various clearinghouses. *RIE* contains subject, author, and institution indexes, along with document resumes which include the ERIC (ED) accession number, author(s), title, source(s), publishing date, ERIC Document Reproduction Service prices or alternate availability, and the abstract.

In addition, ERIC compiles the *Current Index to Journals in Education* (*CIJE*), a monthly index which provides citations from more than five hundred major educational publications: journals, quarterlies, annuals, and yearbooks.

SOURCE OF MATERIAL

The present bibliography was compiled to provide access to some of the latest research findings and developments on American Indian education. The bibliography is a supplement to three previous ERIC/CRESS publications: *American Indian Education, A Selected Bibliography* (ED 031 352), *American Indian Education, A Selected*

Bibliography. Supplement No. 1 (ED 048 961), and American Indian Education, A Selected Bibliography. Supplement No. 2 (ED 058 980). The previously published bibliographies, in conjunction with the present supplement, comprise a series of bibliographies designed to provide cumulative coverage of American Indian education throughout currently available issues of RIE and CIJE. (It should be noted that microfiche and hard copy prices in the previously published bibliographies do not reflect current ERIC Document Reproduction Service pricing; however, prices given therein may be computed as per the instructions on the order blank appended to the present bibliography.)

A combined RIE and CIJE index is included at the end of the present bibliography to assist the user in locating citations pertaining to a given subject area within the realm of American Indian education. The index terms, descriptors under which the citations were indexed in RIE or CIJE, are from the Thesaurus of ERIC Descriptors.

The only descriptor used in conducting the computer search of the ERIC tapes for the purpose of compiling this bibliography was AMERICAN INDIAN. The output was screened for relevancy.

Research in Education

Part I of the present supplement contains citations and abstracts which have appeared in RIE from the July 1971 issue through the September 1972 issue. When using the RIE section of this bibliography, the reader is encouraged (1) to utilize the subject index in identifying relevant materials, (2) to examine the resumes to determine appropriateness of materials, and (3) to obtain microfiche or hard copy reproductions of documents from ERIC Document Reproduction Service. The reproductions must be ordered as described on the order blank appended to the present bibliographic supplement.

The reader is reminded that there are numerous complete microfiche collections of ERIC materials throughout the nation which may be used by the public; contact the Information Specialist at ERIC/CRESS for information on locations of these collections.

Current Index to Journals in Education

Part II of this supplement, CIJE coverage, includes citations from CIJE beginning with the July 1971 issue and continuing through the September 1972 issue. Entries listed in the CIJE section of this bibliography are processed in a slightly different manner than are RIE citations: (1) an EJ number rather than an ED number precedes each entry; (2) some descriptive terms (identifiers) not found in the Thesaurus of ERIC Descriptors are included with the citations; (3) major and minor descriptors are included, with majors (those retrievable via the index) being preceded by asterisks; and (4) brief annotations take the place of RIE abstracts when it is felt that the article being processed cannot be described adequately by a combination of major and minor descriptors, identifiers, and information in the title. Each journal citation also includes the publication date, article title, personal author(s), journal title (sometimes abbreviated), and information on the volume, number, and pages.

The CIJE citations in this bibliography, as well as the RIE citations, appear in numerical order according to the accession number (the EJ or ED number) in the text. Please note that there are two, and sometimes three, CIJE entries per page.

All CIJE entries are referenced in the subject index by major descriptors and are preceded by the prefix EJ rather than ED. Since CIJE entries are not available from ERIC Document Reproduction Service, the reader is encouraged to take advantage of his local library in locating the journals he wishes to use.

ORDERING INFORMATION

Publications cited in Part I of this bibliography are either available from ERIC Document Reproduction Service (EDRS) or an alternate availability is given with the citation. Prices for microfiche or hard (HC) reproductions from EDRS are provided with each citation.

Before ordering any item, the RIE citations should be double checked. If the citation carries the statement NOT AVAILABLE FROM EDRS, an alternate availability is given. If the citation carries the statement HC NOT AVAILABLE FROM EDRS, the publication is available in microfiche only from EDRS. If neither of the foregoing statements appears with the RIE citation, it may be assumed that the publication is available from EDRS in microfiche and hard copy. Please use the order blank appended to this bibliography when ordering microfiche or hard copy from EDRS.

DOCUMENT CONTRIBUTIONS

Persons desiring to contribute materials such as those cited in this bibliography may do so by sending one copy (two if available) to

ERIC/CRESS Acquisitions
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003

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PART I: CITATIONS FROM *RESEARCH IN EDUCATION*

2/3

ACCESSION NUMBER: ED048597

PUBLICATION DATE: 71

TITLE: ENGLISH FOR AMERICAN INDIANS: A NEWSLETTER OF THE OFFICE OF EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR.

PERSONAL AUTHOR: SLAGER, WILLIAM R., ED.; MADSEN, BETTY M., ED.

DESCRIPTOR: AMERICAN INDIAN CULTURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; BIBLIOGRAPHIES; *COMPOSITION (LITERARY); *CREATIVE WRITING; *ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; POST SECONDARY EDUCATION; PROGRAMS; READING HABITS; REFERENCE MATERIALS; VOCATIONAL EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 85P.

THIS ISSUE OF "ENGLISH FOR AMERICAN INDIANS" IS DEVOTED TO THE STUDY OF LITERATURE AND CREATIVE WRITING IN THE SCHOOL WITH SPECIAL EMPHASIS ON THE PROBLEMS TEACHERS FACE WHEN THEY WORK WITH INDIAN STUDENTS. THE LEAD ARTICLE, "READING AS A LIFE STYLE," BY T. D. ALLEN, STRESSES THE AUTHOR'S CONVICTION THAT THE FIRST AND MOST ESSENTIAL STEP IS TO INTEREST THE STUDENTS IN READING, TO MAKE IT IMMEDIATELY MEANINGFUL TO THEM. A NUMBER OF TECHNIQUES ARE SUGGESTED FOR MOTIVATING THE STUDENTS, AND A NUMBER OF BOOKS WHICH THE AUTHOR FOUND IN HER EXTENSIVE TEACHING EXPERIENCE TO BE HELPFUL IN AROUSING INTEREST AND ENTHUSIASM ARE LISTED. THE INFORMATION EXCHANGE SECTION CONTAINS REPORTS OF PROGRAMS IN POST HIGH SCHOOL TRAINING IN BUREAU OF INDIAN AFFAIRS SCHOOLS, AND VARIOUS COURSES FOR AMERICAN INDIAN STUDENTS, INCLUDING CREATIVE WRITING, READING, AND LITERATURE. THE MATERIALS SECTION PRESENTS A SURVEY OF MATERIALS AVAILABLE FOR THE TEACHING OF EXPOSITORY WRITING, SOURCES OF READING MATERIALS, AND INFORMATION ON BIBLIOGRAPHIES AND BOOKLISTS OF MATERIALS BY OR ABOUT AMERICAN INDIANS. THE FINAL SECTION PRESENTS SEVERAL STORIES, LEGENDS, AND OMENS TAKEN FROM SHOSHONI, NAHUATL, CHEROKEE, NAVAJO, AND YUROK, WITH ENGLISH TRANSLATION. (SEE ED 040 396 AND ED 045 980 FOR EARLIER ISSUES OF THIS NEWSLETTER.) (AMM)

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ACCESSION NUMBER: ED048924

PUBLICATION DATE: DEC 70

TITLE: FIELD TEST OF THE UNIVERSITY OF HAWAII PRESCHOOL LANGUAGE CURRICULUM. FINAL REPORT.

PERSONAL AUTHOR: ADKINS, DOROTHY C.; CROWELL, DORIS C.

DESCRIPTOR: AMERICAN INDIANS; COMPARATIVE ANALYSIS; *ETHNIC GROUPS; *LANGUAGE PROGRAMS; LOW INCOME GROUPS; MEXICAN AMERICANS; NEGROES; NONSTANDARD DIALECTS; *ORAL COMMUNICATION; PARENT EDUCATION; *PRESCHOOL CURRICULUM; PUERTO RICANS; TABLES (DATA); *TEACHER EDUCATION; TESTING

IDENTIFIER: APPALACHIA; HAWAII; HEAD START

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 53P.

REPORTS ON A PROJECT DESIGNED (1) TO EXPLORE THE UTILITY OF THE UNIVERSITY OF HAWAII PRESCHOOL LANGUAGE CURRICULUM IN A BROAD FIELD-TESTING SITUATION WITH TEACHERS OF VARYING SKILL AND BACKGROUND; (2) TO DETERMINE WHETHER OR NOT THERE IS LOSS OF EFFECTIVENESS WHEN THE AMOUNT OF SUPERVISION AND CONSULTATION HAS BEEN REDUCED FROM THAT PROVIDED IN LOCALLY ADMINISTERED PROJECTS; AND (3) TO MEASURE THE EFFECTIVENESS OF THE CURRICULUM WITH GROUPS USING SEVERAL NONSTANDARD DIALECTS OTHER THAN HAWAIIAN PIDGIN. THE CURRICULUM WAS TAUGHT IN 16 CLASSES OF APPALACHIAN, HAWAIIAN, INDIAN, MEXICAN-AMERICAN, NORTHERN URBAN, SOUTHERN NEGRO, AND PUERTO RICAN CHILDREN. CHILDREN WERE GIVEN THE PPVT AND THE ITPA INITIALLY AND AGAIN AFTER A 6-MONTH INTERVAL. THE CHANGE FROM PRETEST TO POSTTEST ON EACH MEASURE WAS COMPUTED FOR EACH CLASS. THE EXPERIMENTAL TEACHER WAS RANKED IN TERMS OF THE TOTAL NET GAIN AND WAS ALSO RANKED INDEPENDENTLY BY THE PROJECT STAFF IN TERMS OF EFFECTIVENESS IN USING THE LANGUAGE CURRICULUM. BOTH THE RANK ORDER AND TETRACHORIC CORRELATION COEFFICIENTS BETWEEN THESE TWO VARIABLES WERE SIGNIFICANTLY DIFFERENT FROM ZERO BEYOND THE .01 LEVEL OF CONFIDENCE. APPENDIXES COMPRISE MORE THAN HALF THE DOCUMENT. (AUTHOR/AJ)

ACCESSION NUMBER: ED048949

PUBLICATION DATE: DEC 70

TITLE: SELECTED MEDIA ABOUT THE AMERICAN INDIAN FOR YOUNG CHILDREN, K-3.

PERSONAL AUTHOR: CANE, SUZANNE S.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *CHILDRENS BOOKS; FILMS; FILMSTRIPS; KINDERGARTEN; *LIBRARY MATERIAL SELECTION; MUSEUMS; PRIMARY GRADES; RESOURCE MATERIALS; TAPE RECORDINGS; *UNITED STATES HISTORY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 31P.

THE PURPOSE OF COMPILING THIS ANNOTATED BIBLIOGRAPHY WAS TO AID THE TEACHER AND THE LIBRARIAN IN SELECTION OF CHILDREN'S MATERIALS THAT REALISTICALLY REPRESENT THE INDIAN. EVERY ITEM WAS EVALUATED FOR ITS USEFULNESS IN REFUTING STEREOTYPES. THE BIBLIOGRAPHY IS PRIMARILY LIMITED TO UNITED STATES INDIANS, WITH SOME REFERENCES TO CANADIAN INDIANS. THE MATERIALS ARE LISTED IN SECTIONS: FOR USE BY CHILDREN, FOR USE BY ADULTS WITH CHILDREN, ADULT BACKGROUND MATERIALS, AND SELECTED SOURCES OF ADDITIONAL MATERIALS. IN TOTAL, THERE ARE 109 CITATIONS, DATING FROM 1945 TO 1970, WHICH INCLUDE BOOKS, FILMS, FILMSTRIPS, AND TAPE RECORDINGS. INFORMATION IS ALSO PROVIDED ON MUSEUMS AND SIMILAR RESOURCES, AND A LIST OF PUBLISHERS' ADDRESSES IS APPENDED. (AN)

ACCESSION NUMBER: ED048950

PUBLICATION DATE: 69

TITLE: INDIAN HISTORY OF NEW YORK STATE. PART I: PRE-IROQUOIAN CULTURES.

PERSONAL AUTHOR: RITCHIE, WILLIAM A.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ANTHROPOLOGY; *ARCHAEOLOGY; *CULTURAL BACKGROUND; *HISTORY

IDENTIFIER: *NEW YORK STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.

IT IS REPORTED THAT THE NEW YORK STATE INDIANS, DESCENDANTS OF ASIATIC IMMIGRANTS, PARTICIPATED IN LEADING CULTURAL EPISODES OF THE EASTERN UNITED STATES. SINCE THEIR REMAINS ILLUSTRATE PROCESSES OF CULTURAL GROWTH, THE NEW YORK PREHISTORIC CULTURES ARE DESCRIBED IN TERMS OF ARCHAEOLOGICAL FINDINGS UNDER 3 MAJOR STAGES OF DEVELOPMENT: THE PALEO-INDIAN STAGE, VARIOUS ARCHAIC CULTURES, AND VARIOUS WOODLAND CULTURES. IN SUMMARY, IT IS NOTED (1) THAT THE PALEO-INDIAN STAGE REFERS TO THE PERIOD OF OCCUPATION BY EARLY HUNTERS WHOSE SKELETAL REMAINS HAVE NEVER BEEN FOUND BUT WHOSE SCANTY CHIPPED STONE IMPLEMENTS OCCUR ON A FEW SMALL SITES IN NEW YORK STATE IS THINLY SCATTERED SURFACE FINDINGS; (2) THAT, DURING THE ARCHAIC STAGE, GROUPS OF NONAGRICULTURAL HUNTERS, FISHERS, AND GATHERERS OF WILD FOOD INHABITED MOST OF THE STATE; AND (3) THAT SOME OF THEIR DESCENDANTS BECAME POTTERY USERS AND LATER AGRICULTURISTS DURING THE WOODLAND STAGE, WHICH LASTED INTO HISTORIC TIMES. (A RELATED DOCUMENT IS ED 032 985.) (AN)

AVAILABILITY: NEW YORK STATE MUSEUM AND SCIENCE SERVICE, EDUCATION BUILDING, ALBANY, NEW YORK 12224 ($0.25; PAYABLE TO NEW YORK STATE EDUCATION DEPT.)

ACCESSION NUMBER: ED048951

PUBLICATION DATE: 30 JUN 69

TITLE: A CONTRACT TO ENCOURAGE FULL UTILIZATION OF EDUCATIONAL TALENT. FINAL REPORT 1968-1969.

DESCRIPTOR: AMERICAN INDIANS; ATTITUDES; CAREER CHOICE; *CAREER PLANNING; CASE STUDIES; COUNSELORS; DROPOUTS; FEDERAL PROGRAMS; *GUIDANCE OBJECTIVES; *HIGHER EDUCATION; *RURAL YOUTH; *VOCATIONAL COUNSELING

IDENTIFIER: *NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.

GOALS OF THE NEW MEXICO EDUCATIONAL TALENT PROJECT--FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT--ARE (1) TO IDENTIFY QUALIFIED SECONDARY SCHOOL STUDENTS AT THE 11TH GRADE OR EARLIER AND ASSIST THEM IN COMPLETING THEIR HIGH SCHOOL EDUCATION, (2) TO ENCOURAGE AN INCREASING NUMBER OF HIGH SCHOOL STUDENTS TO SELECT A TEACHING CAREER, (3) TO IDENTIFY POTENTIAL HIGH SCHOOL DROPOUTS, (4) TO ENCOURAGE COLLEGIATE DROPOUTS TO RETURN TO SCHOOL, (5) TO ENCOURAGE HIGH SCHOOL GRADUATES WITH HIGH ACADEMIC POTENTIAL TO ATTEMPT POST-SECONDARY EDUCATION, (6) TO PROVIDE SUSTAINED COUNSELING EFFORTS WITH INDIAN AND RURAL YOUTH TO ENCOURAGE THEM TO SEEK ADDITIONAL EDUCATION, AND (7) TO DEVELOP EFFECTIVE WAYS FOR IMPROVING COMMUNICATION BETWEEN COLLEGE STUDENTS, COLLEGE STAFFS, AND ADMINISTRATION. DURING 1968-69, A COORDINATOR AND 4 FIELD REPRESENTATIVES CONTACTED 162,769 PERSONS (INCLUDING GROUP PRESENTATIONS). REFERRALS (777) RECEIVED DURING THE YEAR WERE PRINCIPALLY FROM SCHOOL PERSONNEL AND THE WELFARE DEPARTMENT PERSONNEL. WHEN REFERRED, 60% WERE HIGH SCHOOL STUDENTS; 23% WERE HIGH SCHOOL GRADUATES; 8.5% WERE HIGH SCHOOL DROPOUTS; AND 8.5% COMPRISED THE REMAINDER OF THE REFERRALS. ALTHOUGH STUDENT ACTION IN THE FALL IS DIFFICULT TO PREDICT, IT IS ESTIMATED THAT 33% WILL ENROLL IN COLLEGE, 7.5% WILL ATTEND VOCATIONAL-TECHNICAL SCHOOLS, AND 7.5% WILL TAKE MISCELLANEOUS ACTION. (LS)

ACCESSION NUMBER: ED048952

PUBLICATION DATE: 69

TITLE: TEACHING THE AMERICAN INDIAN IN THE AMERICAN SCHOOL: AN ADVENTURE IN CULTURAL GEOGRAPHY.

PERSONAL AUTHOR: JACOBSON, DANIEL

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ANTHROPOLOGY; ETHNOLOGY; GEOGRAPHIC REGIONS; *GEOGRAPHY INSTRUCTION; *HISTORY; *SOCIAL CHANGE; SOCIAL FACTORS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 26P.

IN ORDER TO TEACH STUDENTS ABOUT AMERICAN INDIAN CULTURE, IT IS SUGGESTED THAT A CHRONOLOGICAL APPROACH BE TAKEN IN TERMS OF WHERE IT ALL BEGAN, WHAT IT ALL MEANS, AND WHAT OF THE ENTIRE INDIAN STORY IS PERTINENT TO GEOGRAPHIC EDUCATION FOR THE STUDENT OF ANY AGE. ARCHEOLOGY DATES MAN'S ARRIVAL IN NORTH AMERICA FURTHER AND FURTHER BACK. THIS SUGGESTS THAT THE EARLIEST ARRIVALS MOVED NORTH ALONG THE ASIATIC LITTORAL, EAST BY WAY OF THE KORYAK CORRIDOR, AND PUSHED INTO ALASKA PERHAPS 40,000 YEARS AGO. TIME AND THE NEW ENVIRONMENTS HELPED TO DIFFERENTIATE 3 CONTEMPORARY CULTURES IN THE 3 DIFFERENT ENVIRONMENTS IN THE WESTERN AMERICA OF SOME 12,000 TO 10,000 YEARS AGO: THE BISON HUNTERS, THE BASKETMAKERS, AND THE MILLERS. AFTER AGRICULTURE WAS DEVELOPED IN MEXICO ABOUT 5000 B.C., THE AGRICULTURAL ARTS WERE DIFFUSED BOTH NORTH AND SOUTH. BY THE TIME EUROPEANS ARRIVED, HUNTERS OF BISON LIVED ON THE GREAT PLAINS, FARMERS LIVED IN MEXICO AND THE AMERICAN SOUTHWEST, AND GROUPS WHO SUPPLEMENTED THEIR AGRICULTURE BY HUNTING LIVED IN THE EAST. FINALLY, AT PRESENT, INDIANS HAVE REACHED A STAGE OF DISADVANTAGEMENT, THE ASPECTS OF WHICH CAN BE TAUGHT AT ALL LEVELS OF THE SCHOOL PROGRAM. (LS)

AVAILABILITY: NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION, 111 WEST WASHINGTON STREET, CHICAGO, ILLINOIS 60602 ($1.25)

ACCESSION NUMBER: ED048957

PUBLICATION DATE: 70

TITLE: INDIAN VOICES; THE FIRST CONVOCATION OF AMERICAN INDIAN SCHOLARS.

PERSONAL AUTHOR: COSTO, RUPERT; AND OTHERS

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; CIVIL RIGHTS; *CONFERENCE REPORTS; CULTURE; *DEVELOPMENT; ECONOMICS; *EDUCATION; ETHNIC STUDIES; FEDERAL PROGRAMS; LAND USE; LANGUAGE; NATIONALISM; PHILOSOPHY; PSYCHOLOGICAL CHARACTERISTICS; SCHOOLS; TEXTBOOKS; TRIBES; URBAN AREAS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 390P.; REPORT OF THE FIRST CONVOCATION OF AMERICAN INDIAN SCHOLARS, PRINCETON UNIVERSITY, MARCH 1970

THE DOCUMENT REPORTS ON THE FIRST CONVOCATION OF AMERICAN INDIAN SCHOLARS, WHICH WAS ATTENDED BY PROFESSIONAL PEOPLE, ARTISTS, TRADITIONAL HISTORIANS, ETC. AS NOTED, THE 4-DAY CONVOCATION WAS CONCEIVED, ORGANIZED, AND DIRECTED ENTIRELY BY NATIVE AMERICANS AND WAS LIMITED TO 200 PARTICIPANTS, AMONG WHOM WERE 36 NATIVE AMERICAN STUDENTS. THE DOCUMENT IS A RECORD OF THE ASSEMBLY PRESENTATION, PAPERS GIVEN AT PANELS, AND DISCUSSIONS HELD AT THE CONVOCATION ONLY, SINCE A COMPREHENSIVE REPORT OF THE PROCEEDINGS WOULD HAVE BEEN TOO VOLUMINOUS. AS STATED, THE AIMS OF THE CONVOCATION WERE TO FORM A SOLID BASIS FOR EDUCATIONAL ACCOMPLISHMENT AND TO UNITE THE SCHOLARLY FORCES ON BEHALF OF NATIVE AMERICANS. AMONG THE 15 PAPERS INCLUDED IN THE REPORT ARE (1) AMERICAN INDIAN PHILOSOPHY AND ITS RELATION TO THE MODERN WORLD, (2) IMPLICATIONS OF THE 1968 CIVIL RIGHTS ACT IN TRIBAL AUTONOMY, (3) THE AMERICAN INDIAN IN AMERICAN HISTORY, (4) NATIVE AMERICAN STUDIES PROGRAMS: REVIEW AND EVALUATION, (5) NATIVE ARTS IN AMERICA, (6) MODERN PSYCHOLOGY AND CHILD DEVELOPMENT: THE AMERICAN INDIAN CASE, AND (7) RED POWER: REAL OR POTENTIAL. THE DOCUMENT CONCLUDES WITH A LIST OF CONVOCATION PARTICIPANTS. (EL)

AVAILABILITY: THE INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVENUE, SAN FRANCISCO, CALIFORNIA 94117 ($8.00)

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ACCESSION NUMBER: ED048958

PUBLICATION DATE: 71

TITLE: AMERICA'S OTHER CHILDREN; PUBLIC SCHOOLS OUTSIDE SUBURBIA.

PERSONAL AUTHOR: HENDERSON, GEORGE, ED.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; CURRICULUM; DEMOGRAPHY; *DISADVANTAGED YOUTH; *EDUCATION; *MEXICAN AMERICANS; MIGRANT CHILDREN; NEGROES; RACIAL INTEGRATION; RELOCATION; *RURAL YOUTH; SCHOOLS; SELF CONCEPT; TEACHER EDUCATION; TEACHING TECHNIQUES; URBAN AREAS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 430P.

GEARED PARTICULARLY FOR STUDENTS WHO WILL NEVER TEACH IN AN URBAN COMMUNITY, AS WELL AS FOR THOSE WHO WILL TEACH IN THE URBAN SCHOOLS AFFECTED BY THE INFLUX OF MIGRANTS FROM RURAL AREAS, THE DOCUMENT DESCRIBES THE EFFECTS OF URBANIZATION ON RURAL COMMUNITIES AND THEIR INSTITUTIONS, ESPECIALLY THE FAMILY AND THE SCHOOL. AMONG THE RURAL MINORITIES DISCUSSED IN THE 50 ARTICLES IN THE DOCUMENT ARE MEXICAN AMERICAN, POOR WHITE, AMERICAN INDIAN, AND NEGRO CHILDREN, AND CHILDREN OF MIGRANT FARM WORKERS. SINCE TEACHERS OF THESE YOUTH ARE SAID TO HAVE A MAJOR EFFECT UPON THEIR SUCCESS OR FAILURE, IT IS POINTED OUT THAT EFFECTIVE TEACHERS MUST REALIZE THAT THEY CANNOT OVERLOOK STUDENT BACKGROUNDS, NEEDS, AND PROBLEMS BECAUSE THESE FACTORS AFFECT STUDENT ABILITY TO PROFIT FROM SCHOOL EXPERIENCES. IT IS BELIEVED THAT TEACHERS WHO ARE INSENSITIVE TO THESE FACTORS CAN WEAKEN A CHILD'S CONFIDENCE, INCREASE HIS FRUSTRATION, AND MAKE HIS SCHOOL ADJUSTMENT DIFFICULT. THE TABLE OF CONTENTS CARRIES THE FOLLOWING MAJOR HEADINGS: (1) THE RURAL POOR, (2) THE EDUCATIONAL CHALLENGE, (3) QUALITY EDUCATION IS PEOPLE, (4) STRATEGIES AND INNOVATIONS, (5) RACIAL INTEGRATION IN THE PUBLIC SCHOOLS, AND (6) IF WE FAIL. (EL)

AVAILABILITY: UNIVERSITY OF OKLAHOMA PRESS, PUBLISHING DIVISION, UNIVERSITY OF OKLAHOMA, 1005 ASP AVENUE, NORMAN, OKLAHOMA 73069 ($8.95)

ACCESSION NUMBER: ED048959

PUBLICATION DATE: 64

TITLE: EDUCATION NORTH OF 60; THE CANADIAN SUPERINTENDENT 1964.

PERSONAL AUTHOR: THORSTEINSSON, B.; AND OTHERS

DESCRIPTOR: ADULT EDUCATION; *AMERICAN INDIANS; *CAUCASIANS; CROSS CULTURAL TRAINING; CULTURAL ENRICHMENT; *EDUCATIONAL DEVELOPMENT; EDUCATIONAL PROGRAMS; *ESKIMOS; FRENCH; INTERCULTURAL PROGRAMS; *RURAL EDUCATION; VOCATIONAL EDUCATION

IDENTIFIER: *CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 120P.

THE 1964 BOOKLET IS A REPORT ON THE CANADIAN EDUCATIONAL SYSTEM IN THE NORTHWEST TERRITORIES AND NORTHERN QUEBEC. PREPARED BY THE CANADIAN ASSOCIATION OF SCHOOL SUPERINTENDENTS AND INSPECTORS OF NORTHERN AFFAIRS AND RESOURCES, IT IS INTENDED AS A DESCRIPTION RATHER THAN AN ANALYSIS OR PHILOSOPHICAL TREATMENT OF EDUCATION NORTH OF THE 60TH PARALLEL. ACCORDING TO THE REPORT, THE SYSTEM IS "THE MOST RECENTLY ORGANIZED, THE MOST REMOTE, THE MOST EXPENSIVE PER PUPIL, AND THE MOST COMPLEX SYSTEM OF EDUCATION IN CANADA." IT INCLUDES SCHOOLS RANGING IN SIZE FROM 1 ROOM AND 20 PUPILS AT REINDEER STATION, TO 41 ROOMS WITH 44 TEACHERS AT INUVIK. THE SYSTEM SERVES AN AREA OF APPROXIMATELY 1,300,000 SQUARE MILES AND A POPULATION OF ONLY 26,000 MULTICULTURAL AND MULTILINGUAL INHABITANTS (MAINLY ESKIMOS AND OTHER AMERICAN INDIANS), OR 1 PERSON FOR EVERY 50 SQUARE MILES. AMONG THE AIMS OF THE SYSTEM ARE (1) TO MAKE ELEMENTARY, SECONDARY, AND HIGHER EDUCATION AVAILABLE TO ALL; (2) TO INCLUDE PROGRAMS OF VOCATIONAL AND ADULT EDUCATION; (3) TO BROADEN HORIZONS, YET PRESERVE CULTURES, OFFERING NEW SKILLS, YET NOT DISCARDING THE OLD; AND (4) TO INTRODUCE A SECOND LANGUAGE AS THE LANGUAGE OF INSTRUCTION WHILE MAINTAINING AND STRENGTHENING THE MOTHER TONGUE. THE 10 CHAPTERS DEAL WITH VARIOUS ASPECTS OF THE EDUCATIONAL SYSTEM. (EJ)

12

ACCESSION NUMBER: ED048960

PUBLICATION DATE: SEP 68

TITLE: SCHOOL ADMINISTRATORS' PERCEPTIONS OF PROBLEMS ARISING FROM THE INTEGRATION OF INDIAN AND NON-INDIAN CHILDREN IN PUBLICLY SUPPORTED SCHOOLS IN SASKATCHEWAN.

PERSONAL AUTHOR: SCHALM, PHILIP

DESCRIPTOR: *ACHIEVEMENT; ADMINISTRATIVE PROBLEMS; *ADMINISTRATOR ATTITUDES; *AMERICAN INDIANS; CURRICULUM; DROPOUTS; EDUCATION; LANGUAGE; *MASTERS THESES; PUBLIC SCHOOLS; *SCHOOL INTEGRATION; SELF CONCEPT; SURVEYS; TEACHERS; TEACHING TECHNIQUES; TRUANCY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 177P.; MASTER'S THESIS SUBMITTED TO UNIVERSITY OF SASKATCHEWAN, SASKATOON, SASKATCHEWAN

THE PURPOSE OF THE STUDY WAS TO IDENTIFY AND EXAMINE THE PROBLEMS WHICH SCHOOL ADMINISTRATORS (110 PRINCIPALS AND 31 SUPERINTENDENTS) PERCEIVED TO ARISE FROM SASKATCHEWAN'S INTEGRATED EDUCATION PROGRAM FOR INDIAN STUDENTS. METHODOLOGY USED IN THE STUDY WAS THAT OF INTERVIEWING AND SENDING OUT QUESTIONNAIRES. DATA OBTAINED WERE ANALYZED USING ONE-WAY ANALYSIS OF VARIANCE. PROBLEMS IDENTIFIED INCLUDED TRUANCY, DROPOUT, LANGUAGE DIFFICULTY, AGE-GRADE DICHOTOMY, LOW ACADEMIC MOTIVATION AMONG INDIAN CHILDREN, POOR COMMUNICATION BETWEEN SCHOOL AND INDIAN HOME, AND CURRICULUM BIAS TOWARD MIDDLE-CLASS VALUES AND, MORE OFTEN, TOWARD MIDDLE-CLASS LIFE EXPERIENCES. AS NOTED, FEW ADMINISTRATORS BELIEVED THAT INDIAN CHILDREN FELT ALIENATED FROM SCHOOL SOCIETY. PRINCIPALS WERE MORE DISTURBED THAN SUPERINTENDENTS BY PROBLEMS WHICH AROSE IN DAY-TO-DAY SCHOOL OPERATIONS, AND SUPERINTENDENTS WERE MORE DISTURBED BY THE LIVING CONDITIONS IN INDIAN HOMES, TEACHER ATTITUDES, AND THE CURRICULUM STRUCTURE. THE MAJORITY OF ADMINISTRATORS DID NOT PERCEIVE THE EXISTENCE OF UNDERLYING VALUE CONFLICTS ENCOUNTERED BY INDIAN CHILDREN IN THE SCHOOL SOCIETY. TWO BASIC VIEWS WERE COMMONLY HELD BY SCHOOL OFFICIALS: (1) THAT INDIAN CHILDREN WERE NOT BASICALLY DIFFERENT FROM NON-INDIAN CHILDREN OF THE SAME SOCIOECONOMIC LEVEL AND (2) THAT THERE WERE VALUE AND LIFE-STYLE DIFFERENCES AND THAT IT IS THE SCHOOL'S FUNCTION TO MEET THE NEEDS OF ALL CHILDREN USING A FLEXIBLE SCHOOL PROGRAM. A BIBLIOGRAPHY, STATISTICAL TABLES, A CHECKLIST FOR INTERVIEWS, AND A SAMPLE QUESTIONNAIRE ARE APPENDED. (EL)

AVAILABILITY: INTER-LIBRARY LOAN FROM UNIVERSITY OF SASKATCHEWAN, SASKATOON, SASKATCHEWAN

ACCESSION NUMBER: ED048962

PUBLICATION DATE: DEC 70

TITLE: ATTITUDES, UNDERSTANDING, AND INTERACTION: STUDENTS, PARENTS, TEACHERS, AND COMMUNITY LEADERS; PERCEPTIONS OF INDIAN EDUCATION. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES IV, NO. 12, FINAL REPORT.

PERSONAL AUTHOR: BIRCHARD, BRUCE A.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL ATTITUDES; INTERACTION; INTERVIEWS; PARENT ATTITUDES; RATING SCALES; *SCHOOL COMMUNITY RELATIONSHIP; SCHOOL INVOLVEMENT; *STUDENT ATTITUDES; *TEACHER ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 25P.

AS PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, THIS REPORT ON PERCEPTIONS OF INDIAN EDUCATION IS DIVIDED INTO 2 SECTIONS. THE FIRST DEALS WITH ATTITUDES OF INDIAN STUDENTS AND PARENTS TOWARD FORMAL EDUCATION AND WITH ATTITUDES OF TEACHERS TOWARD INDIANS. THE SECOND SECTION IS CONCERNED WITH INTERACTION BETWEEN THE INDIAN COMMUNITY, THE SCHOOL COMMUNITY, AND THE DEGREE TO WHICH PEOPLE IN THESE 2 GROUPS KNOW AND UNDERSTAND EACH OTHER. DATA--OBTAINED FROM STUDENT, PARENT, TEACHER, AND COMMUNITY LEADER INTERVIEWS AND TEACHER QUESTIONNAIRES--WERE ANALYZED USING RATING SCALES. ONLY 1 OF 4 INDIAN STUDENTS APPEARED TO BE VERY INTERESTED IN SCHOOL; OTHERS EVINCED MILD INTEREST TO GENERAL DISINTEREST. PARENTS APPEARED TO BE MORE CONCERNED ABOUT EDUCATION OF THEIR CHILDREN. TEACHERS VARIED WIDELY IN THEIR ATTITUDES TOWARD INDIANS, BUT MANY TEACHERS SEEMED TO FEEL THAT INDIAN STUDENTS WERE NOT WELL MOTIVATED TO SUCCEED IN ACADEMIC WORK. LESS THAN 5% OF THE TEACHERS FELT NEGATIVELY ABOUT TEACHING INDIAN CHILDREN. INTERACTION BETWEEN THE INDIAN COMMUNITY AND THE SCHOOL WAS NOT GREAT. THE GENERAL OPINION OF MOST COMMUNITY LEADERS WAS THAT THE INDIAN COMMUNITIES HAD LITTLE MEANINGFUL VOICE IN THE SCHOOL. MOST COMMUNITY LEADERS FAVORED INCREASE IN LOCAL COMMUNITY CONTROL OF SCHOOLS. PARENTS AND TEACHERS WERE POORLY INFORMED ABOUT EACH OTHER AND EACH OTHER'S INSTITUTIONS, MAKING IT MORE DIFFICULT FOR SCHOOLS TO SERVE THE INDIAN COMMUNITY AND FOR INDIANS TO INFLUENCE THE SCHOOL. (JH)

ACCESSION NUMBER: ED048965

PUBLICATION DATE: 70

TITLE: AMERICAN INDIAN AUTHORS; A REPRESENTATIVE BIBLIOGRAPHY.

PERSONAL AUTHOR: HIRSCHFELDER, ARLENE B., COMP.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ANTHOLOGIES; *AUTHORS; *CULTURAL AWARENESS; LITERATURE; *PUBLICATIONS; TRIBES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 45P.

THE DOCUMENT IS AN ANNOTATED BIBLIOGRAPHY OF LITERATURE BY AMERICAN INDIAN AUTHORS. IN A PRELIMINARY SECTION, THE APPROXIMATELY 48 TRIBES REPRESENTED ARE ENTERED ALPHABETICALLY AND THE 115 AUTHORS ARE ENTERED UNDER THEIR RESPECTIVE TRIBES. THE MAIN SECTION CONTAINS APPROXIMATELY 160 CITATIONS PUBLISHED BETWEEN 1860 AND 1970. A SECTION ON ANTHOLOGIES AND A LISTING OF PERIODICALS PUBLISHED BY INDIANS AND ORGANIZATIONS ARE ALSO PROVIDED. PRICES ARE GIVEN FOR MOST ENTRIES IN THE BIBLIOGRAPHY, BUT SOME ITEMS CITED ARE OUT OF PRINT. (FL)

AVAILABILITY: ASSOCIATION ON AMERICAN INDIAN AFFAIRS, 432 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016 ($1.00 PREPAID)

ACCESSION NUMBER: ED048966

PUBLICATION DATE: 67

TITLE: NEVADA INDIANS SPEAK.

PERSONAL AUTHOR: FORBES, JACK D., ED.

DESCRIPTOR: ACCULTURATION; *AMERICAN HISTORY; *AMERICAN INDIANS; ANGLO AMERICANS; *ANTHOLOGIES; EDUCATION; LANGUAGE; LEGISLATION; *LETTERS (CORRESPONDENCE); *LITERATURE; MEXICAN AMERICANS; ORAL EXPRESSION; RELIGION; REPORTS; RESOURCES; TRIBES

IDENTIFIER: *NEVADA

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 293P.

THE ANTHOLOGY PRESENTS INDIAN WORKS WHICH REFLECT THE ATTITUDES OF THE NATIVE INDIAN PEOPLE OF THE STATE OF NEVADA, COMMENCING WITH THE POSSIBLE FIRST WHITE-INDIAN CONTACT IN THE 1820'S WHEN ANGLO AMERICAN FUR TRAPPERS AND MEXICAN TRADERS ENTERED THE GREAT BASIN. THE WRITER POINTS OUT IN THE PREFACE THAT NO EFFORT HAS BEEN MADE TO EXCLUDE NATIVE LETTERS OR SPEECHES WHICH MIGHT BE CONSIDERED DEROGATORY TOWARD THE INDIAN. ACTUAL PHOTOGRAPHS OF INDIANS ARE INTERSPERSED THROUGHOUT THE DOCUMENT, ALONG WITH A "REPRESENTATIVE SELECTION OF INDIAN MATERIAL" WHICH PORTRAYS THE NEVADA INDIAN EXPERIENCE AS OBJECTIVELY AS POSSIBLE. INSOFAR AS IS POSSIBLE, THE LANGUAGE, SPELLING, AND PUNCTUATION OF THE ORIGINAL SOURCES HAVE BEEN PRESERVED. THE DOCUMENT IS DIVIDED INTO 5 PARTS: (1) TAVIDO THE WHITE MAN ARRIVES; (2) WARFARE AND CONQUEST; (3) REBELLIONS, RESERVATIONS, AND BROKEN PROMISES; (4) THE LONG STRUGGLE; AND (5) THE PRESENT AND THE FUTURE. (EL)

AVAILABILITY: UNIVERSITY OF NEVADA PRESS, RENO, NEVADA 89507 ($5.75)

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ACCESSION NUMBER: ED048967

PUBLICATION DATE: 70

TITLE: BLESSINGWAY.

PERSONAL AUTHOR: WYMAN, LELAND C.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CULTURAL AWARENESS; CULTURAL FACTORS; *FOLK CULTURE; HISTORY; *LIBRARY MATERIAL SELECTION; *MYTHOLOGY; RELIGION

IDENTIFIER: *NAVAJOS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 660P.

IN 1961, THE UNIVERSITY OF ARIZONA RECEIVED THE MANUSCRIPTS AND FIELD NOTES OF FATHER HERARD HAILE, A FRANCISCAN MISSIONARY, WHO SERVED ACTIVELY AMONG THE INDIANS FOR 54 YEARS. AMONG THE MATERIALS WERE THE NOTES AND TYPED PAGES OF THE BLESSINGWAY CEREMONIAL OF NAVAJO INDIANS. AFTER THE DEATH OF FATHER HAILE, THE UNIVERSITY OF ARIZONA SELECTED DR. LELAND C. WYMAN--DISTINGUISHED PHYSIOLOGIST, BIOLOGIST, ANTHROPOLOGIST, FOLKLORIST, AND WRITER--TO EDIT THE BLESSINGWAY MANUSCRIPT FOR PUBLICATION. THE BOOK CONTAINS 3 VERSIONS OF THE BLESSINGWAY CEREMONIAL AS TOLD TO FATHER HAILE BY SLIM CURLY, FRANK MITCHELL, RIVER JUNCTION CURLY, AND LITTLE BIG WATER (INFORMANT X). INCLUDED IN THE BOOK ARE TABLES EXPLAINING MAJOR MYTHIC MOTIFS OF BLESSINGWAY, MONSTERS, REPRODUCTIONS OF BLESSINGWAY DRY PAINTINGS, AND SYMBOLS OF BLESSINGWAY DRY PAINTINGS. (EJ)

AVAILABILITY: UNIVERSITY OF ARIZONA PRESS, TUCSON, ARIZONA 85717 ($19.50)

ACCESSION NUMBER: ED048983

PUBLICATION DATE: AUG 70

TITLE: ESKIMO ACCULTURATION: A SELECTED ANNOTATED BIBLIOGRAPHY OF ALASKAN AND OTHER ESKIMO ACCULTURATION STUDIES.

PERSONAL AUTHOR: HIPPLER, ARTHUR E.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIAN CULTURE; *ANNOTATED BIBLIOGRAPHIES; AREA STUDIES; *CULTURAL BACKGROUND; *ESKIMOS; SOCIAL CHANGE; SOCIAL STRUCTURE

IDENTIFIER: *ALASKA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 214P.

APPROXIMATELY 200 ITEMS PUBLISHED BETWEEN 1831 AND 1967 ARE CITED IN THIS ANNOTATED BIBLIOGRAPHY ON CULTURAL CHANGE AMONG ALASKAN ESKIMOS. THE BIBLIOGRAPHY WAS COMPILED PRIMARILY AS A RESEARCH TOOL FOR STUDENTS AND AS AN AID TO MORE MATURE SCHOLARS AND TO ADMINISTRATORS OF PROGRAMS DIRECTED TOWARD ALASKAN NATIVES. SELECTION WAS BASED ON (1) THE NEED TO FILL GAPS ON A GIVEN GROUP FOR A GIVEN PERIOD OF TIME AND (2) THE CONTRIBUTION OF THE MATERIALS TOWARD AN UNDERSTANDING OF THE PROCESSES AND DETAILS OF CULTURAL CHANGE. AN ALPHABETICAL AUTHOR INDEX AND A TIME PERIOD INDEX ARE PROVIDED. (JH)

18

ACCESSION NUMBER: ED048984

PUBLICATION DATE: 68

TITLE: THE INDIAN HERITAGE OF AMERICA.

PERSONAL AUTHOR: JOSEPHY, ALVIN M., JR.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; ANTHROPOLOGY; ARCHAEOLOGY; *DEMOGRAPHY; EDUCATION; *ETHNIC STUDIES; GOVERNMENT ROLE; *HISTORY; LAND USE; LANGUAGE; RELIGION; SOCIAL INFLUENCES; SOCIAL SYSTEMS; STEREOTYPES; *TRIBES; VALUES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 397P.

IN THIS BOOK NOMINATED FOR THE NATIONAL BOOK AWARD, THE AUTHOR PRESENTS THE PAST, PRESENT, AND FUTURE OF THE INDIANS OF NORTH, CENTRAL, AND SOUTH AMERICA WITH CURRENT ARCHAEOLOGICAL FINDINGS WHICH ADD TO THE KNOWLEDGE ABOUT INDIANS. AS NOTED, THE VOLUME CONTAINS INFORMATION FROM THE WORKS OF A LARGE NUMBER OF PEOPLE WHO, SINCE THE TIME OF COLUMBUS, HAVE CONTRIBUTED TO PRESENT-DAY KNOWLEDGE ABOUT NATIVE AMERICANS. THE AUTHOR STRESSES THE POINT THAT BELIEFS, WAYS OF LIFE, AND ROLES OF THE AMERICAN INDIANS ARE INTERWOVEN INTIMATELY WITH THE CULTURES AND HISTORIES OF ALL THE MODERN NATIONS OF THE AMERICAS BUT, EVEN TODAY, THE INDIAN HAS BEEN A FAMILIAR BUT LITTLE KNOWN--AND OFTEN AN UNREAL--PERSON TO THE NON-INDIAN. AMONG THE MAJOR AREAS DISCUSSED IN THE BOOK IS THE INDIAN'S STRUGGLE FOR SURVIVAL IN A WORLD THAT HAS REPLACED HIS ORIGINAL WAY OF LIFE. SEVERAL TRIBES ARE MENTIONED TO GIVE A BRIEF COMPARATIVE ANALYSIS OF THE INDIAN WAYS OF LIFE AND THE RATE OF ACCULTURATION INTO THE WHITE WORLD. ALSO EXPLORED IS THE PRESENT-DAY "PAN-INDIANISM" MOVEMENT AMONG THE YOUNGER INDIANS. BLACK-AND-WHITE PHOTOGRAPHS OF NATIVES REPRESENTATIVE FROM ALASKA TO SOUTH AMERICA ARE INCLUDED, ALONG WITH DEMOGRAPHIC MAPS. A BIBLIOGRAPHY AND INDEX ARE APPENDED. (FL)

AVAILABILITY: BANTAM BOOKS, INC., 666 FIFTH AVENUE, NEW YORK, N.Y. 10019 ($1.65)

ACCESSION NUMBER: ED048985

PUBLICATION DATE: 69

TITLE: FOUR CORNERS REGIONAL COMMISSION SECOND ANNUAL REPORT, 1969.

DESCRIPTOR: AMERICAN INDIANS; *ANNUAL REPORTS; DEPRESSED AREAS (GEOGRAPHIC); *ECONOMIC DEVELOPMENT; MEXICAN AMERICANS; *RURAL AREAS; *RURAL DEVELOPMENT; *STATE FEDERAL AID; TABLES (DATA)

IDENTIFIER: *SOUTHWESTERN STATES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 22P.

THE FOUR CORNERS REGIONAL COMMISSION IS A STATE-FEDERAL PARTNERSHIP, THE PURPOSE OF WHICH IS TO INITIATE LONG-RANGE PLANNING, PROVIDE DATA FOR SPECIFIC PLANS, PROMOTE PRIVATE INVESTMENT, PROMOTE LEGISLATION, ESTABLISH PLANS AND PROGRAM PRIORITIES, AND INITIATE AND COORDINATE ECONOMIC DEVELOPMENTAL DISTRICTS IN 92 COUNTIES IN ARIZONA, COLORADO, NEW MEXICO, AND UTAH. ACCORDING TO THE 1969 ANNUAL REPORT, PLANNING AND ACTIVITIES WERE CONDUCTED IN THE FOLLOWING AREAS: AGRICULTURE, MINERALS AND FUELS, RECREATION, TOURISM AND RETIREMENT, TRANSPORTATION, HUMAN RESOURCES, WATER, AND INDUSTRIAL DEVELOPMENT. GRAPHS AND TABLES SHOW LAND AREA AND OWNERSHIP, PERCENT OF EMPLOYMENT, PER CAPITA INCOME, THE FOUR CORNERS REGION JOB GAP, GRANT AWARDS, AND BUDGET. A RELATED DOCUMENT IS RC 005 231. (LS)

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ACCESSION NUMBER: ED048989

PUBLICATION DATE: 69

TITLE: PROJECT COPE: COORDINATED OPTIMAL PROGRAM EFFORT, FINAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING SCHOOLS; *COUNSELING PROGRAMS; CULTURAL DISADVANTAGEMENT; FEDERAL PROGRAMS; GUIDANCE PERSONNEL; RECREATION; *RESIDENTIAL SCHOOLS; *SECONDARY SCHOOL STUDENTS; SOCIAL INFLUENCES; SOCIAL WORK; SPECIAL EDUCATION; STUDENT NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 56P.

COORDINATED OPTIMAL PROGRAM EFFORT (COPE), IMPLEMENTED AT PHOENIX INDIAN HIGH SCHOOL, WAS FUNDED BY TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. THE PROJECT SET AS ITS GOALS (1) THE PROVISION OF SERVICES TO THE STUDENT ACCORDING TO PERCEIVED NEEDS IN THE AREAS OF GUIDANCE AND COUNSELING, SOCIAL WORK, SPECIAL EDUCATION, PSYCHOLOGICAL SERVICES, AND STUDENT ACTIVITIES AND RECREATION AND (2) THE DEVELOPMENT OF PHILOSOPHICAL AND OPERATIONAL GUIDELINES, TECHNIQUES, AND PROCEDURES WHICH COULD SERVE AS A PROTOTYPE OR MODEL FOR OTHER BUREAU OF INDIAN AFFAIRS RESIDENCE SCHOOLS. VARIOUS PROCEDURES AND TECHNIQUES DEVELOPED TO MEET STUDENT NEEDS IN THE 5 AFOREMENTIONED AREAS ARE DISCUSSED IN THE RECOMMENDATIONS SECTION OF THE REPORT. (LS)

ACCESSION NUMBER: ED048990

PUBLICATION DATE: 69

TITLE: BEHAVIORAL OBJECTIVES REPORT: PROJECT COPE (COORDINATED OPTIMAL PROGRAM EFFORT), PHOENIX INDIAN HIGH SCHOOL, PHOENIX, ARIZONA.

PERSONAL AUTHOR: WEINHOLD, EARL R.; SMITH, WILLIAM E.

DESCRIPTOR: *AMERICAN INDIANS; *BEHAVIORAL OBJECTIVES; *CULTURAL FACTORS; *EDUCATIONAL IMPROVEMENT; SECONDARY SCHOOL STUDENTS; *TAXONOMY; TEACHER BEHAVIOR

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 38P.

IN AN EFFORT TO DEVELOP BEHAVIORAL OBJECTIVES FOR STUDENTS OF PHOENIX INDIAN HIGH SCHOOL, PROJECT STAFF ATTEMPTED TO IDENTIFY STUDENT BEHAVIORAL OUTCOMES WHICH WOULD SERVE AS GUIDELINES FOR TOTAL SCHOOL PROGRAM DEVELOPMENT, WITH EMPHASIS ON PUPIL PERSONNEL SERVICES. PREPARATION OF SUCH GUIDELINES INVOLVES NOT SO MUCH FORMULATION OF SPECIFIC BEHAVIORAL OBJECTIVES AS CREATION OF A METHOD OF ATTACK, A PROCEDURE WHICH WILL FACILITATE THE WRITING OF BEHAVIORAL OBJECTIVES. BECAUSE OF THE UNIQUE POPULATION BEING TREATED, IT IS NECESSARY THAT THOSE INVOLVED IN EDUCATING THE INDIAN STUDENT BE AWARE OF STUDENT BACKGROUNDS, ASPIRATIONS, SENSITIVITIES, ACADEMIC ABILITIES, AND POTENTIAL FOR GROWTH. THIS IS PARTICULARLY ESSENTIAL WHEN IT COMES TO WRITING, INSTITUTING, AND EVALUATING BEHAVIORAL OBJECTIVES. ADDITIONALLY, THOSE DIRECTLY INVOLVED IN THE EDUCATIONAL PROCESS SHOULD FORMULATE THE GUIDELINES. ONCE STAFF INVOLVEMENT HAS BEEN SECURED, A COMMON FRAME OF REFERENCE IS ESSENTIAL. WITHOUT THIS, OBJECTIVES WILL VARY IN SPECIFICITY, COMPREHENSIVENESS, AND ARTICULATION. THUS, IT IS RECOMMENDED (1) THAT TAXONOMY PROCEED FROM THE SPECIFIC TO THE ABSTRACT, THUS INSURING ARTICULATION, AND (2) THAT THE TAXONOMY BE COMPREHENSIVE ENOUGH TO GUARD AGAINST SUPERFICIAL EFFORTS. PART 1 OF THE TAXONOMY PRESENTED IN THE DOCUMENT DEALS WITH THE COGNITIVE DOMAIN; PART 2 DEALS WITH THE AFFECTIVE DOMAIN. (LS)

ACCESSION NUMBER: ED048991

PUBLICATION DATE: 69

TITLE: PROJECT P.I.S.C.E.S.: PHOENIX INDIAN SCHOOL COMPREHENSIVE EVALUATION FOR EDUCATION OF STUDENTS, FINAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; GROUPING (INSTRUCTIONAL PURPOSES); GROUP INTELLIGENCE TESTING; INDIVIDUAL DIFFERENCES; LANGUAGE HANDICAPS; *PROGRAM EVALUATION; PSYCHOLOGICAL EVALUATION; SCHOOL HEALTH SERVICES; *SECONDARY SCHOOL STUDENTS; *STUDENT PLACEMENT

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 51P.

THE PREMISE ADVANCED BY PROJECT P.I.S.C.E.S. (PHOENIX INDIAN SCHOOL COMPREHENSIVE EVALUATION FOR EDUCATION OF STUDENTS) WAS THAT PHYSICAL, EDUCATIONAL, AND PSYCHOLOGICAL EVALUATION OF STUDENTS WOULD LEAVE NO DOUBT AS TO INDIVIDUALS' STRENGTHS AND WEAKNESSES AS THESE AREAS RELATE TO LEARNING IN A FORMAL ACADEMIC SITUATION. TO COMPLEMENT THE SUBJECTIVE EVALUATION OF STUDENTS BY A SCHOOL STAFF, OBJECTIVE MEASURES WERE INTRODUCED TO ACHIEVE BASELINE DATA ON STUDENTS, THEREBY ESTABLISHING A DATA BANK FOR ONGOING REEVALUATION OF STUDENT PROGRESS. EACH NEW STUDENT AT PHOENIX INDIAN HIGH SCHOOL WAS EXAMINED AND TREATED FOR GENERAL HEALTH, DENTAL HEALTH, AND VISION DEFECTS, AND THE INFORMATION WAS RECORDED ON A CLINICAL RECORD CARD MADE AVAILABLE TO TEACHERS AND COUNSELORS. EDUCATIONAL TESTING INCLUDED THE SRA ACHIEVEMENT SERIES AND THE PRIMARY MENTAL ABILITIES TEST. PSYCHOLOGICAL TESTING INCLUDED THE MOONEY PROBLEM CHECK LIST (JR. HIGH SCHOOL FORM), THE MEMORY FOR DESIGNS TEST, AND THE DRAW A PERSON TEST; IN-DEPTH PSYCHOLOGICAL TESTING INCLUDED THE BENDER VISUAL MOTOR GESTALT TEST, THE WECHSLER INTELLIGENCE SCALE, AND THE THEMATIC APPERCEPTION TEST. RESULTS OF THE TESTING PROGRAM AS APPLIED TO INDIAN STUDENTS ARE INCLUDED IN SUMMARY AND RECOMMENDATIONS FORM. (LS)

AVAILABILITY: BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281 ($5.00)

ACCESSION NUMBER: ED048993

PUBLICATION DATE: MAY 71

TITLE: PROCEEDINGS: TWELFTH ANNUAL INDIAN EDUCATION CONFERENCE.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY EDUCATION; COMMUNITY INVOLVEMENT; *CONFERENCE REPORTS; *EDUCATION; ETHNIC STUDIES; *FEDERAL PROGRAMS; PARENT SCHOOL RELATIONSHIP; RELEVANCE (EDUCATION); SCHOLARSHIPS; TEACHER AIDES; URBAN POPULATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 32P.; PROCEEDINGS OF TWELFTH ANNUAL INDIAN EDUCATION CONFERENCE, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA, MARCH 19-20, 1971

"A LOOK AT INDIAN EDUCATION IN THE 70'S" WAS THE THEME OF THIS CONFERENCE, WHERE REPRESENTATIVES FROM 10 AMERICAN INDIAN TRIBES GAVE GENERAL REMARKS ABOUT THE STATUS OF EDUCATION ON THEIR RESERVATIONS. INCLUDED IN THE REMARKS WAS INFORMATION ON THE NUMBER OF STUDENTS IN HIGHER EDUCATION, ADULT EDUCATION, EARLY CHILDHOOD PROGRAMS, AND ELEMENTARY AND SECONDARY SCHOOLS. VARIOUS TRIBAL SCHOLARSHIP PROGRAMS WERE MENTIONED, AS WERE PROBLEMS ENCOUNTERED BY INDIAN STUDENTS IN VARIOUS EDUCATIONAL PROGRAMS. INCLUDED IN THE CONFERENCE PROCEEDINGS ARE THE KEYNOTE ADDRESS, A REPORT FROM THE TRIBAL LEADER PANEL, AND SUMMARIES OF THE FOLLOWING WORKSHOPS: (1) CENTRAL OFFICE POLICY ON INDIAN EDUCATION, (2) TEACHER AIDE PROGRAMS, (3) FUNCTIONS OF NATIONAL INDIAN EDUCATION ASSOCIATION, (4) INDIAN COMMUNITY SCHOOLS, (5) COLLEGE INDIAN STUDIES PROGRAMS, (6) BUREAU OF INDIAN AFFAIRS EDUCATIONAL PROGRAMS, (7) INTERCOLLEGIATE INDIAN PROGRAMS AND CLUBS, AND (8) PROBLEMS OF URBAN INDIANS. DISCUSSIONS OF PANEL PRESENTATIONS CONCLUDE THE DOCUMENT. (LS)

ACCESSION NUMBER: ED049844

PUBLICATION DATE: 12 JUN 70

TITLE: TEACHER-AIDE GUIDE FOR NAVAJO AREA.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL TEACHER AIDES; *BOARDING SCHOOLS; CHILDRENS GAMES; CREATIVE ACTIVITIES; EFFECTIVE TEACHING; ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); HANDICRAFTS; *LEARNING ACTIVITIES; PROGRAM GUIDES; SELF CONCEPT; STORY READING; TEACHER ROLE; *TEACHER WORKSHOPS

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 219P.; REPORT ON TEACHER-AIDE WORKSHOP, DZILTH-NA-O-DITH-HLE BOARDING SCHOOL, BLOOMFIELD, NEW MEXICO, JUNE 8-12, 1970

RESULTS OF A 1970 TEACHER AND NAVAJO AIDE WORKSHOP, SPONSORED BY THE NAVAJO AREA DIVISION OF EDUCATION, ARE COMPILED IN THIS GUIDE DEVELOPED PARTICULARLY FOR USE BY THOSE WHO WORK WITH INDIAN STUDENTS. WORKSHOP CURRICULUM CONTENT AND OBJECTIVES ARE PROVIDED, AS WELL AS A SECTION ON ROLE IDENTIFICATION FOR TEACHER/AIDE TEAMS; CHECKLISTS CONCERNING SELF-EVALUATION FOR TEACHERS AND AIDES; DISCUSSION ON EFFECTIVENESS OF TEACHER AND AIDE IN TERMS OF SUCH FACTORS AS RAPPORT, LIAISON, AND CULTURE; INFORMATION ON DEVELOPMENT OF A CONSTRUCTIVE SELF-IMAGE IN CHILDREN; FINGERPLAYS, SONGS, AND GAMES FOR TEACHING ENGLISH AS A SECOND LANGUAGE (ESL); USE AND DEVELOPMENT OF ARTS AND CRAFTS; RECOMMENDED GAMES AND ACTIVITIES; 4 ORIGINAL STORIES REWRITTEN TO TEACH READING USING ESL STRUCTURES WITHOUT CONTEXT; AND A CHILD'S COOKBOOK FOR VEGETABLES, FRUITS, AND SWEET FOODS. IN ADDITION, PARTICIPANT EVALUATION OF WORKSHOP ACTIVITIES IS PRESENTED IN TABULAR FORM. (AN)

ACCESSION NUMBER: ED049845

PUBLICATION DATE: 6 MAR 70

TITLE: YOUTH PROBLEMS ON INDIAN RESERVATIONS.

PERSONAL AUTHOR: UNDERHILL, RUTH M., ED.

DESCRIPTOR: *AMERICAN INDIANS; *CONFERENCE REPORTS; CULTURE CONFLICT; *DELINQUENCY CAUSES; PROGRAM DESCRIPTIONS; *RESERVATIONS (INDIAN); YOUTH OPPORTUNITIES; *YOUTH PROBLEMS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 73P.; REPORT OF A GROUP CONSULTATION HELD IN DENVER, COLORADO, MARCH 4-6, 1970

JUVENILE DELINQUENCY WAS IDENTIFIED AS THE MAJOR PROBLEM AFFECTING YOUTH ON INDIAN RESERVATIONS. CAUSES FOR DELINQUENCY WHICH WERE DISCUSSED INCLUDED CULTURE CONFLICT, EXPECTATION OF FAILURE, UNEMPLOYMENT, FAILURE OF HOMES AND PARENTS, DISCRIMINATION, INADEQUATE EDUCATION, OFF-RESERVATION SCHOOLS, AND ALCOHOLISM. NEEDS IDENTIFIED BY TRIBAL LEADERS INCLUDED NEW SERVICES AND FACILITIES FOR DELINQUENT RESERVATION YOUTH, TRAINING PROGRAMS, AND LEGAL CHANGE FOR MORE EFFECTIVE HANDLING OF JUVENILES. PROGRESS WAS REPORTED IN THE AREAS OF FOSTER CARE, LOCAL INVOLVEMENT, ALTERNATIVES TO INCARCERATION, AND RECREATIONAL PROGRAMS. INTER-TRIBAL COOPERATION, YOUTH INVOLVEMENT, AND LEADERSHIP EXERCISED IN THE FORM OF CONCRETE ACTION WERE SEEN AS ESSENTIAL TO REDUCING DELINQUENCY AMONG RESERVATION YOUTH. CONSULTANTS DESCRIBED PROGRAMS, SERVICE ORGANIZATIONS, AND OPPORTUNITIES FOR INDIAN YOUTH. A CONFERENCE AGENDA AND LISTS OF TRIBAL REPRESENTATIVES AND OTHER PARTICIPANTS ARE APPENDED. (JH)

ACCESSION NUMBER: ED049846

PUBLICATION DATE: DEC 69

TITLE: PROJECT NECESSITIES: PHASE I REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; CULTURAL FACTORS; *CURRICULUM DESIGN; EDUCATIONAL RESOURCES; ESKIMOS; INSERVICE TEACHER EDUCATION; NATIONAL PROGRAMS; *OBJECTIVES; PROGRAM ATTITUDES; *RELEVANCE (EDUCATION); STUDENT NEEDS; STUDENT OPINION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 295P.

THE PROJECT NECESSITIES DRAFT DEVELOPMENT PLAN, IN THE FORM OF A CURRICULUM DEVELOPMENT BANK SET UP TO REFORM SOCIAL STUDIES EDUCATION AND COMMUNICATION IN BUREAU OF INDIAN AFFAIRS SCHOOLS, ATTEMPTS TO ESTABLISH MEANINGFUL GUIDELINES IN ORDER TO GAIN THE BENEFITS OF CENTRALISM AND REGIONALISM IN THE CREATION OF MULTIPLE SCOPE AND SEQUENCE PLANS AT THE LOCAL LEVEL BY TRIBAL EDUCATION COMMITTEES, INDIAN PARENTS, SCHOOL ADMINISTRATORS AND TEACHERS, AND, TO SOME MEASURE, EVEN STUDENTS. THIS PLAN CENTERS AROUND 5 MASTER CONCEPTS: INTERACTION (ISOLATION), CHANGE (STABILITY), CONFLICT (COOPERATION), POWER (WEAKNESS), AND VALUING (IGNORING). THE PLAN BROADLY SKETCHES THE PROCESS FOR DEVELOPING UNITS OF THE PROJECT NECESSITIES CURRICULUM. DIMENSIONS FOR EACH UNIT ARE THE MASTER CONCEPT; ENVIRONMENTAL CONCEPTS WHICH "SET THE STAGE"; KEY CONCEPTS; APPROPRIATE SUBCONCEPTS SUGGESTED BY, OR CRITICAL TO THE USE OF, THE MASTER AND KEY CONCEPTS; CATALYTIC QUESTIONS WHICH FRAME THE CONCEPTS USED IN ANY PARTICULAR ACTIVITY OR UNIT; CONTENT AND COMPARATIVE CONTENT; METHODS; MEDIA AND MATERIALS; AND SKILLS RELATED TO THE CHILD'S DEVELOPMENTAL STAGE. A TEACHER TRAINING PROGRAM HAS BEEN USED TO ACQUAINT TEACHERS WITH THE OBJECTIVES OF PROJECT NECESSITIES AND HAS PROVIDED A PERIOD DURING WHICH TEACHERS COULD CRITICIZE, QUESTION, AND DISCUSS THE OBJECTIVES. THE DOCUMENT CONTAINS THE DRAFT DEVELOPMENT PLAN AND RELATED WORKING PAPERS, ALONG WITH A SECTION ON TEACHER TRAINING. INCLUDED IN THE APPENDIX ARE A LIST OF STEERING COMMITTEE PERSONNEL, THE STEERING COMMITTEE MINUTES, AND COMMITTEE POSITION PAPERS. (LS)

ACCESSION NUMBER: ED049847

PUBLICATION DATE: DEC 69

TITLE: PROJECT NECESSITIES, PHASE II. VOLUME I: SUMMARY AND RECOMMENDATIONS, LIAISON NETWORK, APPENDICES.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY SUPPORT; CULTURAL BACKGROUND; CURRICULUM DESIGN; EVALUATION; *FIELD STUDIES; NATIONAL PROGRAMS; OBJECTIVES; PARENTS; *PILOT PROJECTS; PROGRAM ATTITUDES; *RELEVANCE (EDUCATION)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 283P.

THE 5 VOLUMES IN PHASE II COMPRISE THE RESULTS OF THE INITIAL EFFORT TO CREATE AN EFFECTIVE SOCIAL SCIENCE CURRICULUM FOR INDIAN AND ESKIMO STUDENTS, GRADES K-12. VOLUME I OF PHASE II DISCUSSES THE LIAISON NETWORK, THE PRIMARY PURPOSE OF WHICH WAS TO CREATE INTEREST, UNDERSTANDING, AND ACCEPTANCE OF THE PROJECT NECESSITIES CURRICULUM AMONG INDIAN AND NON-INDIAN PEOPLE SO THAT FIELD-TESTING COULD TAKE PLACE AT EXISTING EDUCATIONAL INSTITUTIONS SERVING INDIAN AND ESKIMO PEOPLE. THE LIAISON NETWORK PLAN PROVIDED FOR CONTACTING TRIBAL PEOPLE FIRST AND OBTAINING THEIR APPROVAL OF THE PLAN BEFORE ANY MAJOR ACTION WAS TAKEN. ONCE TRIBAL APPROVAL WAS GAINED, VISITS WERE MADE BY THE LIAISON STAFF TO VARIOUS SCHOOLS AND INDIAN NATIONS IN EFFORTS TO GAIN ACCEPTANCE OF PROJECT NECESSITIES MATERIALS FOR FIELD-TESTING. ALSO, IN ORDER TO UNDERSTAND BETTER THE CURRICULUM NEEDS OF INDIAN PEOPLE, LIAISON NETWORK PERSONNEL ATTENDED VARIOUS INDIAN EDUCATION CONFERENCES. IN THE DOCUMENT ARE PROGRESS REPORTS ON FIELD-TESTING, RECOMMENDATIONS AND RESOLUTIONS FROM INDIAN EDUCATION CONFERENCES, AND THE CURRENT STATUS AND PROJECTIONS FOR THE PROJECT NECESSITIES LIAISON NETWORK. APPENDIX 1 CONTAINS MATERIALS WHICH MAY BE INCORPORATED INTO THE PROJECT NECESSITIES CURRICULUM AT SOME LATER TIME; APPENDIX 2 CONTAINS QUESTIONNAIRES DEVELOPED TO ELICIT RESPONSE TO PILOT UNITS BEING FIELD-TESTED; AND APPENDIX 3 CONTAINS WEEKLY PROGRESS REPORTS BY PROJECT STAFF. (LS)

ACCESSION NUMBER: ED049848

PUBLICATION DATE: DEC 69

TITLE: PROJECT NECESSITIES, PHASE II. VOLUME II, PEOPLE, PLACES AND THINGS.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; CULTURAL FACTORS; *CURRICULUM DESIGN; *DISCOVERY LEARNING; ESKIMOS; EVALUATION; INDUCTIVE METHODS; LESSON PLANS; NATIONAL PROGRAMS; *PRIMARY GRADES; RELEVANCE (EDUCATION); *SOCIAL STUDIES; STUDENT NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 302P.

THE ACTIVITIES AND MATERIALS IN THIS PROJECT NECESSITIES SOCIAL STUDIES UNIT (PEOPLE, PLACES AND THINGS) ARE MEANT TO ACT AS A FRAMEWORK BY WHICH THE TEACHER MAY DEVISE ADDITIONAL CONTENT MATERIAL APPROPRIATE TO HER OWN STUDENTS' UNIQUE BACKGROUND. THE UNIT, DEVISED FOR USE WITH PRIMARY SCHOOL STUDENTS, HAS AS ONE OF ITS PRIMARY EMPHASES THE USE OF THE STUDENT AS AN IMMEDIATELY AVAILABLE SOURCE OF INFORMATION ABOUT THE PEOPLE, PLACES, AND THINGS IN HIS ENVIRONMENT. ARRANGEMENT OF MATERIALS IS, THEREFORE, DESIGNED TO MOVE FROM THE KNOWN TO THE UNKNOWN, FROM THE SIMPLE TO THE COMPLEX, AND FROM THE CONCRETE TO THE ABSTRACT. THE SUB-UNITS PRESENTED IN THE DOCUMENT ARE (1) HOMES; (2) HOMES AND SCHOOLS; (3) GEOGRAPHIC RELATIONSHIPS; (4) ANIMALS ON THE LAND; AND (5) ECONOMICS, TECHNOLOGY, AND THE LAND. A SUMMARY OF REVISIONS RESULTING FROM FIELD-TESTING THE UNIT IN 5 SCHOOLS IS ALSO INCLUDED. (LS)

ACCESSION NUMBER: ED049849

PUBLICATION DATE: DEC 69

TITLE: PROJECT NECESSITIES, PHASE II. VOLUME III: COMMUNICATION SKILLS--FACT AND OPINION.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATION SKILLS; CULTURAL FACTORS; *CURRICULUM DESIGN; EDUCATIONAL RESOURCES; EVALUATION; JUNIOR HIGH SCHOOL STUDENTS; NATIONAL PROGRAMS; OBJECTIVES; RELEVANCE (EDUCATION); *SECONDARY SCHOOL STUDENTS; *SOCIAL STUDIES; STUDENT OPINION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 200P.

UNDERLYING THE CREATION OF THIS PROJECT NECESSITIES UNIT ENTITLED "COMMUNICATION SKILLS: FACT AND OPINION" (FOR SECONDARY STUDENTS) ARE THE FOLLOWING ASSUMPTIONS: (1) THAT THE WAY A PERSON PRESENTS AN ARGUMENT IS AS INSTRUCTIVE AND SOMETIMES AS PERSUASIVE AS THE CONTENT OF THE ARGUMENT, (2) THAT UNDERSTANDING THE PROCESS OF PERSUASION AND THE USE OF FACT AND OPINION ARE IMPORTANT IN UNDERSTANDING HUMAN BEHAVIOR, (3) THAT CONCEPTS AND GENERALIZATIONS ARE USEFUL IN THE CLASSROOM TO THE DEGREE THAT THEY GENERATE OPEN QUESTIONS FROM STUDENTS, (4) THAT THE MEANS OF CONVEYING SOCIAL STUDIES CONTENT AND PRINCIPLES IS THROUGH FACT AND OPINION, (5) THAT CLASSROOM QUESTIONS SHOULD BECOME MORE OF A TOOL FOR THE STUDENT THAN FOR THE TEACHER, (6) THAT A CONCEPT IS NO MORE USEFUL THAN A FACT UNLESS THE POSSESSOR CAN MAKE USE OF THE CONCEPT AS A MEANS OF SOLVING REAL PROBLEMS OR FURTHER UNDERSTANDING A REAL SITUATION, AND (7) THAT WHAT WE COME TO KNOW AND TO BELIEVE SHOULD MAKE US BETTER ABLE TO FULFILL OUR LIFE'S OBJECTIVES AND TO MANIPULATE OUR ENVIRONMENT SUCCESSFULLY. IN THE DOCUMENT, THE NARRATIVES OF THE 14 CLASSROOM ACTIVITIES FOR THIS UNIT FOCUS ON TEACHING WHAT FACT AND OPINION ARE, HOW STUDENTS CAN BEGIN TO USE THE ANALYTIC SKILLS THEY LEARN IN PRACTICAL WAYS, AND HOW TO DISTINGUISH FACT FROM OPINION. ALONG WITH THE NARRATIVES, EVALUATIONS AND RECOMMENDATIONS MADE BY THE 5 SCHOOLS WHICH FIELD-TESTED THIS UNIT ARE INCLUDED. (LS)

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ACCESSION NUMBER: ED049850

PUBLICATION DATE: DEC 69

TITLE: PROJECT NECESSITIES, PHASE II. VOLUME IV:
ECONOMICS--THE SCIENCE OF SURVIVAL.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; *CULTURAL FACTORS; *ECONOMICS; EDUCATIONAL RESOURCES; EVALUATION; NATIONAL PROGRAMS; OBJECTIVES; *RELEVANCE (EDUCATION); *SECONDARY SCHOOL STUDENTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 143P.

PHASE II, VOLUME IV OF THE PROJECT NECESSITIES REPORTS CONTAINS THE FIRST UNIT OF A SERIES ON PRACTICAL ECONOMICS FOR INDIAN STUDENTS. THE UNIT, ALLOCATION OF RESOURCES, WAS FIELD-TESTED IN THE FALL OF 1969-70 WITH 10TH, 11TH, AND 12TH GRADERS IN THE EAGLE BUTTE HIGH SCHOOL, EAGLE BUTTE, SOUTH DAKOTA. THE 16-ACTIVITY VERSION PROVIDED IN THE DOCUMENT WAS REVISED ON THE BASIS OF RESPONSES FROM THE 4 TEACHERS AND 146 STUDENTS INVOLVED IN FIELD-TESTING. (LS)

ACCESSION NUMBER: ED049851

PUBLICATION DATE: JUL 70

TITLE: PROJECT NECESSITIES, PHASE III REPORT. VOLUME I.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; CULTURAL FACTORS; CURRICULUM DESIGN; EDUCATIONAL RESOURCES; *FEDERAL PROGRAMS; *NATIONAL PROGRAMS; PARENT ROLE; *PARENT SCHOOL RELATIONSHIP; *PERSONNEL NEEDS; RELEVANCE (EDUCATION)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 117P.

PHASE III, VOLUME I IS A PROGRESS REPORT OF PROJECT NECESSITIES TO THE BUREAU OF INDIAN AFFAIRS. THE REPORT LISTS CURRICULUM MATERIALS PREPARED AS OF JUNE 1970. NO PROVISIONS WERE MADE FOR DISTRIBUTION OF MATERIALS AT THE END OF PHASE III. PHASE IV, WHICH WAS ORIGINALLY ENVISIONED AS HAVING MATERIALS DISTRIBUTION AND COROLLARY TRAINING PROGRAMS IN THE FALL OF 1970, WAS NOT FUNDED. THE DOCUMENT ALSO CONTAINS SEVERAL MODELS TO BE USED TO STIMULATE PARENTAL INVOLVEMENT IN DEFINING LOCAL EDUCATIONAL OBJECTIVES, ESTABLISHING RECOMMENDATIONS FOR SCHOOL PERSONNEL, DEFINING SCHOOL PERSONNEL ROLES IN THE EDUCATIONAL PROCESS, DEFINING CURRICULUM DEVELOPMENT LIMITATIONS, AND DESCRIBING AND PROPOSING IDEAL SCHOOL SYSTEMS FOR AMERICAN INDIAN CHILDREN. AN APPENDIX CONTAINS INFORMATION ON THE PRIVATE NON-PROFIT CORPORATION FORMED TO COMPLETE PROJECT NECESSITIES; HOWEVER, THE CORPORATION WAS UNSUCCESSFUL IN OBTAINING FUNDS. (LS)

ACCESSION NUMBER: ED049852

PUBLICATION DATE: JUL 70

TITLE: PROJECT NECESSITIES, PHASE III. VOLUME II: CURRICULUM DEVELOPMENT PROCESS MANUAL.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; CULTURAL FACTORS; *CURRICULUM DEVELOPMENT; EDUCATIONAL RESOURCES; *NATIONAL PROGRAMS; OBJECTIVES; RELEVANCE (EDUCATION); *SYSTEMS APPROACH; *TEACHING GUIDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 121P.

PHASE III, VOLUME II OF PROJECT NECESSITIES IS A CURRICULUM-DEVELOPMENT MANUAL DESIGNED TO INCREASE TEACHER SKILL IN DEVELOPING CURRICULUM BY USING A SYSTEMS APPROACH. THE 4 RESEARCH STEPS PRESENTED ARE ASSESSING STUDENT RESOURCES, CHOOSING A CONCEPT FOCUS, CHOOSING A SKILL MIX, AND SELECTING CONTENT. INSTRUMENTS ARE PROVIDED FOR GATHERING AND CHARTING THE INFORMATION NEEDED BY THE TEACHER. THE 3 CURRICULUM-IMPLEMENTATION STEPS ARE DEVELOPING INSTRUCTIONAL OBJECTIVES, AN INSTRUCTIONAL PLAN, AND AN EVALUATION PROCEDURE. A MODEL NARRATIVE SCOPE AND SEQUENCE K-12 IS PROVIDED, AS ARE FLOW CHARTS AND UNIT-DEVELOPMENT WORKSHEETS. (LS)

ACCESSION NUMBER: ED049853

PUBLICATION DATE: JUL 70

TITLE: PROJECT NECESSITIES, PHASE III. VOLUME III: CASE STUDIES IN TEACHER TRAINING.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; CULTURAL FACTORS; CURRICULUM DESIGN; *CURRICULUM DEVELOPMENT; EDUCATIONAL RESOURCES; RELEVANCE (EDUCATION); *SIMULATION; SOCIAL STUDIES; *SYSTEMS APPROACH; *TEACHER WORKSHOPS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 341P.

THE STAFF OF PROJECT NECESSITIES CONDUCTED 2 WORKSHOPS FOR EDUCATORS CONCERNED WITH CURRICULUM FOR AMERICAN INDIAN (INCLUDING ESKIMO) STUDENTS. THE PURPOSE OF THESE SESSIONS WAS TO FAMILIARIZE PARTICIPANTS WITH TECHNIQUES PERTINENT TO DEVELOPMENT OF CURRICULUM FOR INDIAN STUDENTS AT BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVELS. THE PRACTICA WERE ORGANIZED AROUND 2 CENTRAL ACTIVITIES: TASK SESSIONS I AND II. TASK SESSION I WAS A SIMULATED EXERCISE IN WHICH ALL PARTICIPANTS, DIVIDED INTO 2 GROUPS ACCORDING TO THEIR INTEREST IN EITHER ELEMENTARY OR SECONDARY STUDENTS, WERE GIVEN SCENARIOS BASED ON REAL CLASSROOM DATA DESCRIBING STUDENT DIFFICULTIES IN DEALING WITH CONFLICT SITUATIONS. PARTICIPANTS WERE ASKED TO PREPARE A LESSON PLAN INTRODUCING A UNIT EXPLORING THESE CONCEPTS. SKILL AREAS, CONTENT, METHODS, MEDIA, AND MATERIALS WERE SUGGESTED, AND OPTIONAL LESSON PLAN FORMS WERE PROVIDED TO HELP PARTICIPANTS PERFORM THE EXERCISE. THEY WERE ENCOURAGED TO CALL ON PROJECT STAFF MEMBERS PRESENT AS RESOURCES DURING THE EXERCISE. PROCESS GUIDELINES SUGGESTED IN THE DIRECTIONS GIVEN TO THE PARTICIPANTS PARALLELED THE MAJOR STEPS IN THE CURRICULUM DEVELOPMENT PROCESS MODEL. THE TASK SESSION WAS FOLLOWED BY A CRITIQUE SESSION. DURING TASK SESSION II, PARTICIPANTS WERE ASKED TO DEVELOP A PIECE OF CURRICULUM THAT THEY INTENDED TO USE IN THEIR OWN CLASSROOMS. (LS)

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ACCESSION NUMBER: ED049854

PUBLICATION DATE: JUL 70

TITLE: PROJECT NECESSITIES, PHASE III. VOLUME IV: TEACHING MATERIALS FOR KINDERGARTEN AND FIRST GRADE.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; *CURRICULUM GUIDES; EDUCATIONAL RESOURCES; *GRADE 1; *KINDERGARTEN CHILDREN; *NATIONAL PROGRAMS; RELEVANCE (EDUCATION); SUPPLEMENTARY READING MATERIALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 303P.

PHASE III, VOLUME IV, PART A OF PROJECT NECESSITIES CONSISTS OF 10 ACTIVITIES INTENDED FOR KINDERGARTEN-AGED AMERICAN INDIAN (INCLUDING ESKIMO) CHILDREN. SOME OF THE SUPPLEMENTARY MATERIALS NEEDED TO TEACH THESE ACTIVITIES ("SYMBOL FORMATION" AND "AN ANIMAL ALPHABET") ARE APPENDED. THE UNIT, ENTITLED LEARNING TO COMMUNICATE, BEGINS WITH NON-VERBAL ACTIVITIES AND ENDS WITH ACTIVITIES INVOLVING SYMBOLIC WRITING. PART B, (PEOPLE, PLACES AND THINGS) FOR 1ST GRADERS IS DIVIDED INTO 3 SUB-UNITS: HOMES; HOMES AND SCHOOLS; AND SCHOOL, LAND AND COMMUNITY. THE SUB-UNITS ARE DESIGNED TO PROVIDE THE INDIAN STUDENT WITH A KNOWLEDGE NOT ONLY OF HIS OWN WAY OF LIFE BUT ALSO OF THE WAY OTHER PEOPLE LIVE. EACH SET OF CLASSROOM ACTIVITIES WHICH PRECEDES THE INSTRUCTIONAL NARRATIVES IS MEANT TO PROVIDE A REFERENCE FOR SEVERAL DAYS OF TEACHING. EACH INCLUDES A SHORT OVERVIEW OF THE ACTIVITY ITSELF AND INDICATES THE MATERIALS AND EQUIPMENT NEEDED TO CARRY OUT THE ACTIVITY. (LS)

ACCESSION NUMBER: ED049855

PUBLICATION DATE: JUL 69

TITLE: PROJECT NECESSITIES, PHASE III. VOLUME V: TEACHING MATERIALS FOR SECOND AND THIRD GRADES.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; CURRICULUM DESIGN; *CURRICULUM GUIDES; EDUCATIONAL RESOURCES; *GRADE 2; *GRADE 3; *NATIONAL PROGRAMS; RELEVANCE (EDUCATION); SUPPLEMENTARY READING MATERIALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 194P.

PART III, VOLUME V, PART A OF PROJECT NECESSITIES CONSISTS OF 6 UNITS INTENDED FOR 2ND-GRADE AMERICAN INDIAN (INCLUDING ESKIMO) CHILDREN. ACTIVITIES INCLUDE MUSIC, PANTOMIME, AND DRAMA TO ALLOW THE STUDENT AND TEACHER TO DEVELOP THEIR OWN CLASSROOM VERSION OF THE STORY OF CREATION SO THAT THE STUDENT LEARNS THE DIFFERENCE BETWEEN FACT AND TRUTH. SUPPLEMENTARY MATERIALS ("LONG AGO WHEN THERE WAS DARKNESS AND ALL THINGS WERE YET TO BE MADE" AND "ANIMALS, CLIMATE AND TERRAIN") NEEDED TO TEACH THESE SOCIAL STUDIES UNITS ARE APPENDED. PART B, USING THE LAND, IS INTENDED FOR 3RD-GRADE CHILDREN AND CONSISTS OF 3 UNITS. THE UNITS ARE DESIGNED TO PROVIDE THE INDIAN CHILD WITH A KNOWLEDGE OF ELEMENTARY ECONOMIC CONCEPTS WHICH ARE TIED DIRECTLY TO THE LAND AS THE PRIMARY ECONOMIC RESOURCE FOR MEETING MAN'S NEEDS. SUPPLEMENTARY MATERIAL NEEDED TO TEACH PART B IS "EGEGIK AND SHAGELUK" WHICH IS APPENDED. IN PARTS A AND B, EACH SET OF CLASSROOM ACTIVITIES WHICH PRECEDES THE INSTRUCTIONAL NARRATIVES IS MEANT TO PROVIDE A REFERENCE FOR SEVERAL DAYS OF TEACHING. EACH INCLUDES A SHORT OVERVIEW OF THE ACTIVITY ITSELF AND INDICATES THE MATERIALS AND EQUIPMENT NEEDED TO CARRY OUT THE ACTIVITY. (LS)

ACCESSION NUMBER: ED049856

PUBLICATION DATE: JUL 70

TITLE: PROJECT NECESSITIES, PHASE III. VOLUME VI: SECONDARY PROGRAM FOR HIGH POTENTIAL INDIAN STUDENTS.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNICATION SKILLS; CULTURAL BACKGROUND; *CURRICULUM DESIGN; ECONOMICS; EVALUATION; *GIFTED; INDEPENDENT STUDY; NATIONAL PROGRAMS; OBJECTIVES; PROGRAM ATTITUDES; *SECONDARY SCHOOL STUDENTS; SELF CONCEPT; *SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE: 456P.

IT IS RECOMMENDED THAT THIS PROJECT NECESSITIES MATERIAL BE USED WITH HIGH-POTENTIAL INDIAN 10TH, 11TH, AND 12TH GRADERS; HOWEVER, THE JUNIOR YEAR MAY BE BEST. IT IS ALSO SUGGESTED THAT THE SOCIAL STUDIES DEPARTMENT OF A HIGH SCHOOL PLAN TO TEACH THE MATERIAL ON A ROTATING-TEAM BASIS. IF NO MORE THAN 1 PERIOD A DAY CAN BE UTILIZED, THEN THE CLASS SHOULD MEET DURING THE LAST PERIOD, WHEN ACTIVITIES CAN EXTEND BEYOND A SET SEGMENT OF TIME; ALSO, IF POSSIBLE, THE CLASS SHOULD BE HELD IN A ROOM THAT IS NOT PERCEIVED AS REGULAR CLASSROOM. THE FOLLOWING UNITS ARE PRESENTED IN THIS TEACHER'S GUIDE: UNIT I, FACT AND OPINION, WHICH DEVELOPS COMMUNICATION SKILLS BY ASSISTING STUDENTS IN ANALYZING LANGUAGE; UNIT II, CONCEPT FORMATION, WHEREIN STUDENTS ARE INTRODUCED TO CRITICAL CONCEPTS IN SOCIAL SCIENCE: INTERACTION, CHANGE, CONFLICT, POWER, AND VALUING; UNIT III, NOBODY LOVES A DRUNKEN INDIAN, WHICH ENGAGES STUDENTS AND TEACHERS IN A NUMBER OF ACTIVITIES DESIGNED TO ILLUMINATE THE CONCEPTS WHICH THE BOOK IMPLICITLY CONTAINS AND WHICH THE STUDENTS HAVE LEARNED TO RECOGNIZE FROM PREVIOUS UNITS; UNIT IV, DRINK, DRANK, DRUNK, WHICH USES A BOARD GAME DEVELOPED BY THE PROJECT TO DEAL WITH THE EFFECTS OF DRINKING IN TERMS OF JOB, LIFE-STYLE, AND SELF-IMAGE; UNIT V, THE ALLOCATION OF RESOURCES, WHICH LOOKS AT THE RELATIONSHIP BETWEEN UNLIMITED WANT AND LIMITED RESOURCES; UNIT VI, INDEPENDENT PROJECTS, WHICH DESCRIBES WAYS OF INVOLVING STUDENTS IN DEVELOPING INDEPENDENT PROJECTS FOR CLASS PRESENTATION; AND UNIT VII, MAKING A SCHOOL, WHEREIN THE STUDENTS MAKE A UTOPIAN EDUCATIONAL SYSTEM. (LS)

ACCESSION NUMBER: ED049869

PUBLICATION DATE: MAR 71

TITLE: INDIAN RESIDENTS IN MINNEAPOLIS: A FURTHER EXAMINATION OF THEIR CHARACTERISTICS.

PERSONAL AUTHOR: WOODS, RICHARD G.; HARKINS, ARTHUR M.

DESCRIPTOR: AGE DIFFERENCES; *AMERICAN INDIANS; *ATTITUDES; *EDUCATION; EMPLOYMENT; FAMILY CHARACTERISTICS; INCOME; LIVING STANDARDS; *OCCUPATIONS; SKILLED WORKERS; SOCIOECONOMIC STATUS; TRAINING; *URBAN ENVIRONMENT

IDENTIFIER: *MINNEAPOLIS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 60P.

A SURVEY OF INNER-CITY INDIAN ADULTS WAS UNDERTAKEN BY 165 STUDENTS ENROLLED IN AN AMERICAN SOCIAL WELFARE CLASS AT THE UNIVERSITY OF MINNESOTA. THAT SURVEY RESULTED IN 100 CONTACTS WITH INDIAN ADULTS IN MINNEAPOLIS AND THE SUMMARIZATION OF THEIR CHARACTERISTICS AS RELATED TO EDUCATIONAL ATTAINMENT AND OCCUPATIONAL CATEGORY. IN ADDITION, ATTITUDES WERE EXAMINED IN TERMS OF COMMUNITY SPIRIT, INTERPERSONAL RELATIONS, FAMILY RESPONSIBILITY, SCHOOLS, CHURCHES, ECONOMIC BEHAVIOR, LOCAL GOVERNMENT, AND TENSION AREAS. A SUMMARY PROVIDES COMPARISONS REGARDING ATTITUDINAL FINDINGS FOR THOSE WHO WERE GRADUATED FROM HIGH SCHOOL AND THOSE WHO WERE NOT GRADUATED. APPROXIMATELY ONE-HALF OF THE DOCUMENT IS GIVEN TO STATISTICAL TABLES. (EL)

ACCESSION NUMBER: ED049878

PUBLICATION DATE: OCT 70

TITLE: 1970 ANNUAL REPORT OF THE TRAINING CENTER FOR COMMUNITY PROGRAMS, UNIVERSITY OF MINNESOTA.

PERSONAL AUTHOR: HARKINS, ARTHUR M.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; *CURRICULUM; *EDUCATION; EDUCATIONAL EXPERIMENTS; ETHNIC STUDIES; HIGHER EDUCATION; *INNOVATION; OUTDOOR EDUCATION; RESEARCH PROJECTS; SERVICES; TEACHER ATTITUDES; TEACHER EDUCATION; TEACHING TECHNIQUES; URBAN AREAS

IDENTIFIER: *MINNESOTA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.

DEVELOPMENT OF PROJECTS DESIGNED TO IMPROVE CURRICULUM PROGRAMS OF SCHOOLS WITH AMERICAN INDIAN STUDENT POPULATIONS IN MINNESOTA AND TO TRAIN TEACHERS AND ADULTS TO IMPROVE EDUCATIONAL PROGRAMS FOR INDIANS IS DISCUSSED IN THIS REPORT BY THE UNIVERSITY OF MINNESOTA TRAINING CENTER FOR COMMUNITY PROGRAMS (TCCP). AMONG THE MAJOR DEVELOPMENTS DISCUSSED IS THE INTERCULTURAL SPECIALIST PROGRAM, WHICH UTILIZES CULTURAL EDUCATION SPECIALISTS SELECTED FROM THE STUDY TARGET AREA AS CONSULTANTS TO THE STUDY GROUP. ALSO DISCUSSED IS THE DEVELOPMENT OF AN INDIAN EDUCATION ADVISORY COMMITTEE COMPOSED OF AMERICAN INDIANS WHO ARE TO WORK CLOSELY WITH THE PUBLIC SCHOOLS OF MINNEAPOLIS. OTHER PROJECTS REPORTED ON INCLUDE THE UNIVERSITY'S DEPARTMENT OF AMERICAN INDIAN STUDIES; THE TCCP PUBLICATION PROGRAM, WHICH DEALS WITH RESEARCH DOCUMENTS RELATED TO AMERICAN INDIANS; THE NATIVE AMERICAN COOPERATIVE CURRICULUM SERIES; THE EDUCATIONAL TELEVISION SERIES--THE AMERICAN INDIAN: STAIRS (SERVICE TO AMERICAN INDIAN RESIDENT STUDENTS); PROJECT INDIAN UPWARD BOUND; THE INDIAN GROUP HOME PROJECT; THE INDIAN INMATE EDUCATION PROGRAM; THE ECOLOGY COOPERATIVE CURRICULUM PROJECT; AND THE EDUCATORS' DROP-IN SERVICE. THE DOCUMENT CONCLUDES WITH A BRIEF REVIEW OF THE UNIVERSITY'S EXPERIMENTAL EDUCATION PROGRAM AND ITS FUNCTIONS. A LIST OF TCCP PUBLICATIONS ON AMERICAN INDIANS IS APPENDED. (EL)

ACCESSION NUMBER: ED049883

PUBLICATION DATE: FEB 71

TITLE: PROCEEDINGS: TENTH AND ELEVENTH INDIAN EDUCATION CONFERENCE 1969 AND 1970.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; BILINGUAL EDUCATION; COMMUNITY; *CONFERENCE REPORTS; *ECONOMIC DEVELOPMENT; *EDUCATION; *EDUCATIONAL IMPROVEMENT; FEDERAL PROGRAMS; HEALTH; HIGHER EDUCATION; INNOVATION; LAWS; SCHOOLS; SERVICES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 45P.; PROCEEDINGS OF INDIAN EDUCATION CONFERENCES (10TH AND 11TH, TEMPE, ARIZONA, 1969 AND 1970)

PROCEEDINGS ARE PRESENTED OF THE 10TH AND 11TH ANNUAL INDIAN EDUCATION CONFERENCES HOSTED BY ARIZONA STATE UNIVERSITY OF TEMPE. AS REPORTED, THE CONFERENCES WERE CONDUCTED TO FACILITATE ACTIVITIES RELATING TO AMERICAN INDIANS IN THEIR EFFORTS FOR SELF-DETERMINED ADVANCEMENT IN EDUCATION AND IN OTHER AREAS OF LIFE. DRAWING UPON LEADERSHIP OF INDIANS AS WELL AS NON-INDIANS, THE CONFERENCES WERE CONDUCTED WITH A SERIES OF SCHEDULED WORKSHOPS AND PANEL DISCUSSIONS. THE 10TH CONFERENCE, HELD IN MARCH OF 1969, HAD AS ITS THEME "TOOLS TO MEET THE NEW HORIZONS FOR INDIAN EDUCATION." PROCEEDINGS OF THIS CONFERENCE ARE REPORTED UNDER SUCH HEADINGS AS INDIAN HEALTH SERVICES, INDIAN COMMUNITY ACTION PROJECT CONSORTIUM, LOOKING FORWARD IN INDIAN EDUCATION, FEDERAL ASSISTANCE TO PUBLIC SCHOOLS, NATIONAL INDIAN WORKSHOPS ON IN-SERVICE AFFAIRS, ECONOMIC DEVELOPMENT AND HOUSING, AN INNOVATION IN INDIAN EDUCATION, OUR COMMUNITY COLLEGE, NATIONAL INDIAN WORKSHOP ON INDIAN AFFAIRS, AND ADMINISTRATION OF JUSTICE IN TRIBAL COURTS AND SPECIAL PROGRAMS FOR INDIAN LAW STUDENTS. THE 11TH CONFERENCE, HELD IN MARCH OF 1970, HAD AS ITS THEME "UTILIZATION OF EDUCATIONAL TOOLS FOR PROGRESS IN INDIAN EDUCATION." PROCEEDINGS OF THIS CONFERENCE ARE REPORTED UNDER SUCH HEADINGS AS STUDENT MOTIVATION, BILINGUAL EDUCATION AND LOCAL CONTROL OF SCHOOLS, TRIBAL ECONOMIC DEVELOPMENT, INSTRUCTIONAL SERVICES FOR INDIAN SCHOOLS, TEACHER AIDE PROGRAMS, COLLEGE SERVICES OFFERED INDIAN COLLEGE STUDENTS, AND INDIAN MANPOWER DEVELOPMENT. REMARKS BY PANEL LEADERS AND DISCUSSIONS BY PARTICIPANTS ARE INCLUDED IN THE DOCUMENT. (EL)

ACCESSION NUMBER: ED049970

PUBLICATION DATE: APR 71

TITLE: TEACHING ABOUT MINORITIES: AN ANNOTATED BIBLIOGRAPHY ON BLACKS, CHICANOS, AND INDIANS.

PERSONAL AUTHOR: BRIDGFORD, CLAY

DESCRIPTOR: *AFRICAN AMERICAN STUDIES; *AMERICAN INDIAN CULTURE; ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; *ETHNIC STUDIES; ETHNOLOGY; FOLKLORE BOOKS; *MEXICAN AMERICANS; MINORITY GROUPS; RESOURCE GUIDES; *SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 18P.; PREPARED FOR A CONFERENCE ON TEACHING ABOUT MINORITIES, ROCKY MOUNTAIN SOCIAL STUDIES COUNCIL, DENVER, COLORADO, APRIL 1971

THIS ANNOTATED BIBLIOGRAPHY WAS PREPARED FOR THE KINDERGARTEN THROUGH NINTH GRADE SOCIAL STUDIES TEACHER AND STUDENT FOR THE PURPOSE OF ETHNIC STUDIES. ALTHOUGH SOME OF THE REFERENCES ARE TO WORKS OF FICTION AND POETRY, MOST OF THE ENTRIES ARE INTENDED TO GIVE THE TEACHER AND THE STUDENT A BACKGROUND IN THE HERITAGE OF THE APPROPRIATE GROUP, TEACHING METHODS, OR BOTH. SEVERAL OF THE ENTRIES ARE BIBLIOGRAPHIES THEMSELVES IN ORDER TO GIVE THE READER AVENUES TO OTHER WORKS. BOTH PRINT AND NON-PRINT MATERIALS ARE INCLUDED ALONG WITH A FEW COPYRIGHTED WORKS. HOWEVER, MOST ARE MATERIALS OF LIMITED CIRCULATION SUCH AS CURRICULUM GUIDES, POSITION PAPERS, AND CONFERENCE PROCEEDINGS. (CWB)

ACCESSION NUMBER: ED050178

PUBLICATION DATE: JAN 71

TITLE: DEVELOPMENT OF A VALUES INVENTORY FOR GRADES 1 THROUGH 3 IN FIVE ETHNIC GROUPS. FINAL REPORT.

PERSONAL AUTHOR: GUILFORD, JOAN S.; AND OTHERS

DESCRIPTOR: AMERICAN INDIANS; ANGLO AMERICANS; CHINESE AMERICANS; CULTURAL DIFFERENCES; *EARLY CHILDHOOD EDUCATION; ETHICAL VALUES; ETHNIC GROUPS; ETHNIC STUDIES; FACTOR ANALYSIS; *INDIVIDUAL NEEDS; ITEM ANALYSIS; JAPANESE AMERICANS; MEXICAN AMERICANS; NEGROES; *PRIMARY GRADES; RELIABILITY; SEX DIFFERENCES; *TEST CONSTRUCTION; *VALUES

IDENTIFIER: *VALUES INVENTORY FOR CHILDREN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 278P.

THE PURPOSE OF THIS PROJECT WAS TO DEVELOP A NON-VERBAL SELF-ADMINISTERING VALUES INVENTORY APPROPRIATE FOR CHILDREN GRADES ONE TO THREE. CHILDREN FROM FIVE ETHNIC GROUPS WERE ADMINISTERED A 60-ITEM PICTURE INVENTORY DESIGNED TO MEASURE DIMENSIONS OF VALUE BASED ON NEEDS. FACTOR ANALYSES OF THE RESULTING ITEM INTER-CORRELATIONS FOR THE TOTAL SAMPLE REVEALED UNDERLYING DIMENSIONS OF A SOCIOLOGICAL NATURE. FACTOR ANALYSES WITHIN ETHNIC GROUPS REVEALED CONSISTENCY WITH RESPECT TO MOST FACTORS. ITEM ANALYSES WERE PERFORMED ON THE BASIS OF SEX, GRADE LEVEL, AND ETHNIC GROUPS TO IDENTIFY SIGNIFICANT DIFFERENCES WITH RESPECT TO ITEM RESPONSES. FINDINGS SUGGEST THE NECESSITY FOR A RE-EVALUATION OF THE TRADITIONAL APPROACH TO EDUCATING YOUNG CHILDREN. THE INSTRUMENT IDENTIFIES DIMENSIONS OF VALUES WHICH ARE OF USE TO EDUCATORS. THE STRUCTURED PRELIMINARY INTERVIEW, THE INVENTORY, AND TABLES PRESENTING THE DATA AND FINDINGS ARE INCLUDED. SEE ALSO TM 000 614-615. (CK)

ACCESSION NUMBER: ED050222

PUBLICATION DATE: MAY 71

TITLE: SPECIAL FIELD REPORTS ON SCHOOL DESEGREGATION PROJECTS: HARTFORD, FORREST CITY, BERNALILLO, DADE COUNTY.

PERSONAL AUTHOR: RALSTON, CAROLYN; LEWIS, ANN

DESCRIPTOR: AMERICAN INDIANS; FACULTY INTEGRATION; *FEDERAL PROGRAMS; *INTEGRATION METHODS; MEXICAN AMERICANS; NEGRO STUDENTS; *RACE RELATIONS; *RACIAL ATTITUDES; *SCHOOL INTEGRATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.

THESE REPORTS OF THE NATIONAL CENTER FOR RESEARCH AND INFORMATION ON EQUAL EDUCATIONAL OPPORTUNITY ANALYZE FOUR SCHOOL DISTRICTS DIFFERING DEMOGRAPHICALLY, GEOGRAPHICALLY, AND IN TERMS OF LOCAL HISTORY IN ORDER TO GATHER INFORMATION ON THE ONGOING DESEGREGATION PROJECTS IN THESE AREAS. FIELD TRIPS WERE MADE TO HARTFORD, CONNECTICUT, DADE COUNTY, FLORIDA, BERNALILLO, NEW MEXICO, AND FORREST CITY, ARKANSAS. THE EXPERIMENTAL PROGRAM IN HARTFORD INVOLVED BUSING 200 ELEMENTARY OUT OF THE CITY TO SUBURBAN SCHOOL SYSTEMS. IN DADE COUNTY, A HUMAN RELATIONS PROGRAM WAS SET UP, IN WHICH FACULTY DESEGREGATION WAS EMPHASIZED. THE BERNALILLO SCHOOLS INSTITUTED AN INSERVICE PROGRAM TO INCREASE CULTURAL AWARENESS FOR TEACHERS--THERE BEING LARGE NUMBERS OF INDIANS AND MEXICAN AMERICANS IN NEW MEXICO. AFTER THE FORREST CITY PUBLIC SCHOOLS DESEGREGATED, WORKSHOPS FOR TEACHERS, ADMINISTRATORS, SUPERVISORS, AND COUNSELORS WERE CREATED. (AUTHORS/JW)

ACCESSION NUMBER: ED050345

PUBLICATION DATE: JAN 71

TITLE: CURRICULUM PROPOSAL FOR AN ADULT BASIC LITERACY PROGRAM FOR IMPLEMENTATION IN REMOTE COMMUNITIES IN NORTHERN SASKATCHEWAN.

PERSONAL AUTHOR: WAITE, NAIDA

DESCRIPTOR: *ADULT BASIC EDUCATION; *AMERICAN INDIANS; *CURRICULUM DEVELOPMENT; *EDUCATIONAL OBJECTIVES; *LITERACY EDUCATION; RURAL POPULATION

IDENTIFIER: CANADA; SASKATCHEWAN NEWSTART

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

WITH THE DIMINISHING OF THE SUPPLY OF GAME, IT SEEMS LIKELY THAT THE REMOTE SETTLEMENTS AND REMOTER CABIN DWELLERS IN NORTHERN SASKATCHEWAN WILL HAVE TO ACCEPT AN INCREASING DEGREE OF COMMERCE WITH OUTSIDERS. IT IS DESIRABLE THAT THE NORTHERNER BE LITERATE IN ORDER TO MEET THE REQUIREMENTS OF EMPLOYMENT AND TO CONDUCT HIS OWN AFFAIRS. THIS REPORT DISCUSSES RELEVANT AREAS OF KNOWLEDGE AND SKILL, RESOURCES, PHILOSOPHY, PSYCHOLOGICAL BASES, LESSON PLANS AND MATERIALS, RATIONALE FOR THE SYMBOL-LEARNING MATERIALS, THE PACE OF LEARNING, TRAINING OF COACHES, TWO TYPES OF TRAINING IN COMMUNICATIONS AND ARITHMETIC, TRAINING OF COACHES, DEVELOPING THE CURRICULUM, SEQUENCING THE CURRICULUM, EVALUATION, AND MAINTAINING THE GAINS. (DB)

44

ACCESSION NUMBER: ED050364

PUBLICATION DATE: 71

TITLE: AN EQUAL CHANCE: HANDBOOK FOR COUNSELING INDIAN STUDENTS.

PERSONAL AUTHOR: FARLOW, BARBARA A.

DESCRIPTOR: *AMERICAN INDIANS; *COUNSELING; GUIDANCE FUNCTIONS; *MINORITY GROUPS; *OCCUPATIONAL GUIDANCE; STUDENTS; *VOCATIONAL COUNSELING

IDENTIFIER: WISCONSIN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 52P.

THIS HANDBOOK PROVIDES EDUCATIONAL, VOCATIONAL AND RESOURCE INFORMATION TO AID TEACHERS, ADVISORS, AND COUNSELORS IN GUIDING INDIAN STUDENTS. INFORMATION PRESENTED INCLUDES THE CULTURAL DILEMMA, WISCONSIN'S INDIANS TODAY, WISCONSIN INDIAN TRIBES, COUNSELING TECHNIQUES, ECONOMIC ASSISTANCE, EDUCATIONAL OPPORTUNITIES, STATE RESOURCES AND BOOKS REPRESENTING TRUE INDIAN CULTURE. ESSENTIALLY, THE HANDBOOK IS A RESOURCE OF CONTEXTUAL INSIGHT INTO THE WORLD OF THE INDIAN, IN ORDER THAT THE COUNSELOR, TEACHER OR ADVISOR MAY BE BETTER EQUIPPED TO UNDERSTAND THE WORLD OF THE INDIAN, HIS NEEDS, AND HIS PERCEPTIONS OF A WHITE SOCIOECONOMIC WORLD. ONLY WITH THIS DEGREE OF UNDERSTANDING OF THE INDIAN CAN THE COUNSELOR ATTEMPT TO COUNSEL THE INDIAN JUSTLY AND BENEFIT BOTH INDIAN AND COUNSELING INTERESTS. IN EFFECT, THE HANDBOOK GIVES THE VIEW THAT THE INDIAN IS A MEMBER OF OUR AMERICAN CULTURE AND, SIMULTANEOUSLY, A MEMBER OF A UNIQUE, VALUED SUB-CULTURE. (AUTHOR/TA)

ACCESSION NUMBER: ED050570

PUBLICATION DATE: JAN 71

TITLE: ITV AND EDUCATION OF CHILDREN OF MIGRANT FARM WORKERS, INDIANS, AND INNER-CITY POOR: CROSS-CULTURAL COMPARISONS OF INTERNATIONAL USES OF MEDIA. VOLUME I.

PERSONAL AUTHOR: MACKIN, EVA; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY COLLEGES; *COMPARATIVE EDUCATION; COMPENSATORY EDUCATION; COMPENSATORY EDUCATION PROGRAMS; CORRESPONDENCE STUDY; CULTURE CONFLICT; *DISADVANTAGED YOUTH; EDUCATIONALLY DISADVANTAGED; EDUCATIONAL RADIO; EDUCATIONAL STRATEGIES; INNER CITY; *INSTRUCTIONAL TELEVISION; JUNIOR COLLEGES; *MIGRANT CHILD EDUCATION; MIGRANT YOUTH; PROGRAM EVALUATION; PROGRAM PROPOSALS; REMEDIAL INSTRUCTION; STUDENT TEACHER RELATIONSHIP; TELEVISED INSTRUCTION

IDENTIFIER: AUSTRALIA; ISRAEL; JAPAN; NEW ZEALAND

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 195P.; SEE ALSO VOLUME II, EM 008 931

THE POSSIBILITY OF USING INSTRUCTIONAL TELEVISION (ITV) AS THE CORE COMPONENT IN AN INSTRUCTIONAL SYSTEM DESIGNED TO MEET THE SPECIAL NEEDS OF THE EDUCATIONALLY DISADVANTAGED CHILDREN OF MIGRANT FARM WORKERS, OF AMERICAN INDIANS, AND OF THE INNER-CITY POOR WAS APPRAISED. THE EDUCATIONAL PROBLEMS OF EACH OF THESE THREE GROUPS WERE ASSESSED AND DIFFERENTIATED FROM THE PROBLEMS OF EDUCATIONALLY DISADVANTAGED CHILDREN IN GENERAL. AFTER A SURVEY OF THE USE OF ITV SYSTEMS TO MEET SIMILAR NEEDS IN OTHER COUNTRIES, THE ITV SYSTEMS USED IN AUSTRALIA, ISRAEL, JAPAN, AND NEW ZEALAND WERE CHOSEN FOR IN-DEPTH STUDY. THE WAYS IN WHICH THESE SYSTEMS DEAL WITH SUCH PROBLEMS AS INTRODUCING THE CORE TELEVISION APPROACH, OVERCOMING RESISTANCE TO ITV, THE EFFECT OF THE STUDENT-TO-SYSTEM RELATIONSHIP ON THE LEARNING PROCESS, REDUCING THE CONSEQUENCES OF SPORADIC SCHOOL ATTENDANCE, UPGRADING THE SKILLS OF TEACHERS, AND TEACHING BASIC SKILLS IN LANGUAGE AND MATHEMATICS WERE STUDIED IN DETAIL. WHEN THE EXPERIENCES OF THESE ITV SYSTEMS WERE USED TO EVALUATE ITV IN TERMS OF THE PARTICULAR NEEDS OF EACH OF THE THREE TARGET GROUPS, IT WAS FOUND THAT THE USE OF ITV TO PRESENT A CORE CURRICULUM WOULD BE AN EFFECTIVE MEANS OF ACCOMPLISHING SIGNIFICANT REFORMS ONLY IN THE EDUCATION OF AMERICAN INDIAN CHILDREN. A SPECIAL ANALYSIS WAS ALSO MADE OF THE POTENTIAL ROLE OF ITV IN JUNIOR AND COMMUNITY COLLEGES. (JY)

46

ACCESSION NUMBER: ED050832

PUBLICATION DATE: 65

TITLE: PSYCHO-PHYSIOLOGICAL PROBLEMS OF THE INDIANS OF NEW MEXICO LEARNING A SECOND LANGUAGE.

PERSONAL AUTHOR: SANDO, JOE S.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUALISM; *EDUCATION; *ENGLISH (SECOND LANGUAGE); *LANGUAGE; LINGUISTICS; NAVAHO; ORAL COMMUNICATION; SPANISH

IDENTIFIER: *NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.

ACCORDING TO THE DOCUMENT, LEARNING THE ENGLISH LANGUAGE IS COMPARABLE TO LEARNING A FOREIGN LANGUAGE FOR THE AMERICAN INDIAN CHILD. THUS, A BRIEF HISTORY OF THE INDIANS OF NEW MEXICO IS GIVEN IN ORDER TO EMPHASIZE LANGUAGE DIFFERENCES AND PROBLEMS ARISING IN LEARNING A NEW TONGUE. AS POINTED OUT, SECOND-LANGUAGE LEARNING REQUIRES A CHANGE IN PATTERN OF INTONATION, STRESS, RHYTHM, AND MEANINGS IN ADDITION TO THE PHONEMES. MAJOR LINGUISTIC FAMILIES OF THE AMERICAN INDIANS IN NEW MEXICO ARE DISCUSSED, THEREBY POINTING UP PROBLEMATIC AREAS WHICH COULD RELATE TO ACADEMIC DIFFICULTIES FOR THE AMERICAN INDIAN. IT IS BELIEVED THAT THE MONOLINGUAL INDIAN 6-YEAR-OLD, ENTERING SCHOOL FOR THE FIRST TIME, IS AT A GREAT DISADVANTAGE WHEN COMPARED WITH AN ENGLISH-SPEAKING 6-YEAR-OLD ENTERING THE SAME SCHOOL AND HAVING A LISTENING VOCABULARY OF PERHAPS 8,000 TO 10,000 ENGLISH WORDS. (EL)

ACCESSION NUMBER: ED050841

PUBLICATION DATE: JAN 71

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA. PART XI: THE BASIN-PLATEAU TRIBES. OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY, ETHNOLOGY SERIES, NO. 12.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *NEVADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 128P.

THE MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO AT GREELEY, HAS ASSEMBLED VARIOUS AMERICAN INDIAN TRIBAL CHARTERS, CONSTITUTIONS, AND BY-LAWS TO COMPRISE A SERIES OF PUBLICATIONS. THE PRESENT VOLUME, PART XI OF THE SERIES, DEALS WITH THE INDIAN TRIBES OF NEVADA: THE MOAPA BAND OF PAIUTE INDIANS, THE PYRAMID LAKE PAIUTE TRIBE, THE SUMMIT LAKE PAIUTE TRIBE, THE WALKER RIVER PAIUTE TRIBE, THE YERINGTON PAIUTE TRIBE, THE FORT MCDERMITT PAIUTE AND SHOSHONE TRIBE, THE PAIUTE-SHOSHONE TRIBE OF THE FALLON RESERVATION, THE DUCKWATER SHOSHONE TRIBE, THE SHOSHONE-PAIUTE TRIBES OF THE DUCK VALLEY RESERVATION, AND THE YOMBA SHOSHONE TRIBE. (EL)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

48

ACCESSION NUMBER: ED050847

PUBLICATION DATE: 70

TITLE: AMERICAN INDIAN PERIODICALS IN THE PRINCETON UNIVERSITY LIBRARY: A PRELIMINARY LIST.

PERSONAL AUTHOR: BUSH, ALFRED L.; FRASER, ROBERT S.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; *LIBRARY COLLECTIONS; *NEWSLETTERS; NEWSPAPERS; *PERIODICALS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 78P.

THE 78-PAGE WORK IS THE FIRST DESCRIPTION OF THE PRINCETON UNIVERSITY LIBRARY COLLECTION OF PERIODICALS PRODUCED BY AND FOR AMERICAN INDIANS. IT LISTS 271 PERIODICALS REPRESENTING TRIBAL, INSTITUTIONAL, AND INDIVIDUAL PUBLICATIONS O THE NATIVE AMERICANS. (LS)

AVAILABILITY: PRINCETON UNIVERSITY LIBRARY, DEPARTMENT OF PUBLICATIONS, PRINCETON, NEW JERSEY 08540 ($2.50)

ACCESSION NUMBER: ED050849

PUBLICATION DATE: 30 JUN 70

TITLE: ANNUAL CREDIT AND FINANCING REPORT, 1970.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; COMMUNITY DEVELOPMENT; *ECONOMIC DEVELOPMENT; FEDERAL LEGISLATION; FEDERAL PROGRAMS; *FINANCIAL SERVICES; PRIVATE FINANCIAL SUPPORT; RURAL DEVELOPMENT; STUDENT LOAN PROGRAMS; *TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 46P.

THE 1970 ANNUAL CREDIT AND FINANCING REPORT OF THE BUREAU OF INDIAN AFFAIRS DESCRIBES THE FINANCING AVAILABLE FOR ECONOMIC ADVANCEMENT OF AMERICAN INDIANS. SPECIFIC PROGRAMS AND THEIR RESULTS ARE CITED IN SUCH AREAS AS HOUSING, SMALL BUSINESS, AGRICULTURE, AND EDUCATION. THE APPENDIX CONTAINS 41 TABLES WHICH INCLUDE INFORMATION SUCH AS LOANS MADE, AMOUNTS, SOURCES, REPAYMENT RECORD, AND PURPOSES. (LS)

50

ACCESSION NUMBER: ED050855

PUBLICATION DATE: DEC 69

TITLE: INFORMATION SOURCE; EDUCATION FOR AMERICAN INDIANS.

PERSONAL AUTHOR: DUMONT, ROBERT V.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *EDUCATION; *INFORMATION SOURCES; *PUBLICATIONS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.

IN RESPONSE TO PUBLIC REQUEST, INFORMATION ON AMERICAN INDIAN EDUCATION WAS PREPARED BY THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. THE DOCUMENT LISTS BASIC RESOURCES THAT WOULD BE OF INTEREST TO A STUDENT OR ANYONE BEGINNING A STUDY OF AMERICAN INDIAN EDUCATION. INCLUDED ARE SOURCES OF INFORMATION ON INDIANS (E.G., STATE DEPARTMENTS OF EDUCATION), A LIST OF NEWSPAPERS PUBLISHED MAINLY BY INDIAN GROUPS, AND APPROXIMATELY 60 ANNOTATED BIBLIOGRAPHIC CITATIONS ON AMERICAN INDIANS (UNDER SUBJECT HEADINGS). (EL)

ACCESSION NUMBER: ED050860

PUBLICATION DATE: JUN 71

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA, PART X: THE NORTHWEST, AND ALASKA (CONT'D.). OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY, ETHNOLOGY SERIES, NO. 11.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

IDENTIFIER: *NORTHWESTERN STATES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 114P.

THE MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO AT GREELEY, HAS ASSEMBLED VARIOUS AMERICAN INDIAN TRIBAL CHARTERS, CONSTITUTIONS, AND BY-LAWS TO COMPRISE A SERIES OF PUBLICATIONS. THE PRESENT VOLUME, PART I OF THE SERIES, COVERS THE FOLLOWING NORTHWEST GROUPS: THE HOH, MUCKLESHOOT, NISQUALLY, PORT GAMBLE CLALLAM, LOWER ELWHA, PUYALLUP, QUINAULT, SQUAXIN ISLAND, SUQUAMISH, KALISPEL, AND SWINOMISH OF WASHINGTON, AND THE BURNS PAIUTE, CAYUSA, UMATILLA, AND WALLA WALLA OF OREGON. (EL)

AVAILABILITY: UNIVERSITY OF NORTHERN COLORADO, MUSEUM OF ANTHROPOLOGY, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED050861

PUBLICATION DATE: FEB 71

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA, PART XII: THE BASIN-PLATEAU TRIBES (CONT'D.). OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY, ETHNOLOGY SERIES, NO. 13.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 119P.

THE MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO AT GREELEY, HAS ASSEMBLED VARIOUS AMERICAN INDIAN TRIBAL CHARTERS, CONSTITUTIONS, AND BY-LAWS TO COMPRISE A SERIES OF PUBLICATIONS. THE PRESENT VOLUME, PART XII, IS A CONTINUATION OF THE PUBLICATION ON BASIN-PLATEAU INDIAN GROUPS: THE ELY INDIAN COLONY AND RENO-SPARKS INDIAN COLONY OF NEVADA; THE WASHOE TRIBE OF NEVADA AND CALIFORNIA; THE COEUR D'ALENE TRIBE, SHOSHONE-BANNOCK TRIBES, KOOTENAI TRIBE, AND NEZ PERCE TRIBE OF IDAHO; THE CONFEDERATED TRIBES OF GOSHUTE RESERVATION AND UTE INDIAN TRIBE OF UINTAH AND OURAY RESERVATION IN UTAH; THE UTE MOUNTAIN TRIBE OF COLORADO, NEW MEXICO, AND UTAH; AND THE SOUTHERN UTE TRIBE OF COLORADO. (EL)

AVAILABILITY: UNIVERSITY OF NORTHERN COLORADO, MUSEUM OF ANTHROPOLOGY, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED050862

PUBLICATION DATE: 69

TITLE: NAVAJO BIBLIOGRAPHY WITH SUBJECT INDEX. REVISED EDITION.

PERSONAL AUTHOR: CORRELL, J. LEE; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *BIBLIOGRAPHIES; *HISTORICAL REVIEWS; *HISTORY

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 398P.

APPROXIMATELY 5,640 REFERENCES ORIENTED TO THE NAVAJO PEOPLE, THEIR LAND, AND ENVIRONMENT COMPOSE THIS REVISED BIBLIOGRAPHY. THE REFERENCES--PUBLISHED BETWEEN 1638 AND 1971--INCLUDE HISTORICAL, ENTHNOGRAPHIC, BIOGRAPHIC, TECHNICAL, POPULAR, AND FICTIONAL WORKS AS WELL AS ARCHIVAL AND CONGRESSIONAL MATERIALS, NEWSPAPER ACCOUNTS, ARTICLES FROM JOURNALS AND MAGAZINES, BOOKS, PAMPHLETS, MANUSCRIPTS, AND TECHNICAL PAPERS FROM GOVERNMENTAL AND NAVAJO TRIBAL FILES. A SUBJECT INDEX IS INCLUDED. (MB)

ACCESSION NUMBER: ED050864

PUBLICATION DATE: 31 JAN 68

TITLE: COMMUNITY DEVELOPMENT SERVICES FOR CANADIAN INDIAN AND METIS COMMUNITIES.

PERSONAL AUTHOR: MCEWEN, E. R.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY DEVELOPMENT; *COMMUNITY INVOLVEMENT; COMMUNITY PROGRAMS; DELINQUENCY; DEMOGRAPHY; EDUCATION; *ESKIMOS; HEALTH; HOUSING; INCOME; LANGUAGE; *PROGRAM DEVELOPMENT; SELF ACTUALIZATION; SELF HELP PROGRAMS; SOCIAL ACTION

IDENTIFIER: *CANADIAN INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 53P.

A CRITICAL ASSESSMENT OF THE CANADIAN INDIAN-ESKIMO ASSOCIATION'S CURRENT COMMUNITY DEVELOPMENT PROGRAM FOR CANADIAN INDIAN, ESKIMO, AND METIS COMMUNITIES, THIS DOCUMENT CONTAINS PROPOSALS FOR CORRECTIVE MEASURES. SECTIONS OF THE DOCUMENT ARE (1) THE BEGINNING OF COMMUNITY DEVELOPMENT IN CANADA; (2) STRUCTURE IN CANADA FOR COMMUNITY DEVELOPMENT SERVICES FOR INDIANS, METIS, AND ESKIMOS; (3) THE PLIGHT OF CANADIAN INDIANS AND ESKIMOS; (4) SOME WEAKNESSES IN THE OFFICIAL STRUCTURES FOR COMMUNITY DEVELOPMENT ACTIVITY; (5) CRITERIA FOR THE DEVELOPMENT OF A STRUCTURE FOR COMMUNITY DEVELOPMENT TO SERVE NATIVE CANADIAN COMMUNITIES; AND (6) FINDINGS AND RECOMMENDATIONS. ALSO INCLUDED ARE A MEMORANDUM AND A BIBLIOGRAPHY. (MB)

AVAILABILITY: INDIAN-ESKIMO ASSOCIATION OF CANADA, 277 VICTORIA STREET, TORONTO 2, ONTARIO ($2.00)

ACCESSION NUMBER: ED050868

PUBLICATION DATE: FEB 71

TITLE: A REPORT - "THE RESPONSE TO AN EVEN CHANCE": THE GALLUP-MCKINLEY COUNTY SCHOOL DISTRICT AS SEEN BY THE NEW MEXICO STATE DEPARTMENT OF EDUCATION.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; *EDUCATIONAL FINANCE; *FEDERAL AID; *INVESTIGATIONS; PROGRAMS; PUBLIC SCHOOLS; *STATE DEPARTMENTS OF EDUCATION; STATE FEDERAL AID; STUDENTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 51P.

THE DOCUMENT IS A RESPONSE BY THE NEW MEXICO STATE DEPARTMENT OF EDUCATION TO "ALLEGATIONS, ACCUSATIONS AND IMPLICATIONS" OF MISUSE OF FEDERAL FUNDS INTENDED FOR AMERICAN INDIAN CHILDREN. THE ALLEGATIONS RESULTED FROM AN INVESTIGATION--SUPPORTED BY THE NAACP LEGAL DEFENSE AND EDUCATIONAL FUND WITH THE COOPERATION OF THE CENTER FOR LAWS AND EDUCATION OF HARVARD UNIVERSITY--WHICH WAS CONDUCTED IN A NUMBER OF STATES WITH PUBLIC SCHOOLS SERVING THE INDIAN POPULATION. THIS DOCUMENT CONTAINS THE RESPONSE FOR THE GALLUP-MCKINLEY COUNTY SCHOOL SYSTEM EXCLUSIVELY. THE REBUTTAL SELECTS SPECIFIC ALLEGATIONS FROM THE ORIGINAL REPORT, "AN EVEN CHANCE" (ED 047 867), AND PRESENTS ANSWERS AND CLARIFICATIONS. RECOMMENDATIONS OF THE REVIEWING TEAM, RESULTING FROM THEIR FOLLOW-UP STUDY, ARE ALSO INCLUDED. (EL)

ACCESSION NUMBER: ED050869

PUBLICATION DATE: JUN 70

TITLE: SOCIO-ECONOMIC CHARACTERISTICS OF THE MISSISSIPPI CHOCTAW INDIANS.

PERSONAL AUTHOR: PETERSON, JOHN H., JR.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *COMMUNITY SURVEYS; *EMPLOYMENT STATISTICS; FAMILY INCOME; MIGRATION PATTERNS; OCCUPATIONAL ASPIRATION; POPULATION DISTRIBUTION; RESIDENTIAL PATTERNS; *SOCIOECONOMIC STATUS; TABLES (DATA)

IDENTIFIER: *CHOCTAWS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.

THE SOCIOECONOMIC CONDITION OF THE MISSISSIPPI BAND OF CHOCTAW INDIANS WAS SURVEYED IN THE FALL OF 1968. USING A QUESTIONNAIRE, 570 CHOCTAW HOUSEHOLDS IN 7 COMMUNITIES WERE INTERVIEWED BY CHOCTAW AGENCY PERSONNEL. INFORMATION GATHERED INCLUDED POPULATION FIGURES BY AGE, SEX, AND RESIDENCE; EDUCATIONAL ATTAINMENT, ASPIRATIONS, AND USE OF ENGLISH; PRESENT OCCUPATION, OCCUPATIONAL ASPIRATIONS, AND CASH INCOME PER HOUSEHOLD; AND SOCIAL AND ECONOMIC RELATIONS. THE INTENT OF THIS REPORT WAS TO PRESENT THE SOCIOECONOMIC CONDITION OF THE CHOCTAW PEOPLE IN STATISTICAL FORM TO BE OF VALUE (1) TO OFFICIALS OF THE CHOCTAW TRIBE AND THE CHOCTAW AGENCY OF THE BUREAU OF INDIAN AFFAIRS AND (2) TO VOCATIONAL EDUCATORS WHO HAVE RECOGNIZED THE NEED FOR DETAILED INFORMATION ABOUT SPECIFIC POPULATIONS IN ORDER TO PLAN VOCATIONAL PROGRAMS AT THE LOCAL LEVEL. INCLUDED IN THE REPORT ARE 42 TABLES. (JH)

ACCESSION NUMBER: ED050870

PUBLICATION DATE: AUG 70

TITLE: IMPLEMENTING AN INSTRUCTIONAL MEDIA CENTER AT STEWART INDIAN SCHOOL.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; EDUCATIONAL FACILITIES; *EDUCATIONAL OBJECTIVES; *INSERVICE TEACHER EDUCATION; *INSTRUCTIONAL MATERIALS CENTERS; INSTRUCTIONAL MEDIA; *MULTIMEDIA INSTRUCTION; PROGRAM EVALUATION; RESOURCE MATERIALS; SECONDARY SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 146P.

PURPOSES OF THIS PROJECT WERE TO ORGANIZE AN OPERATIONAL TEACHING-LEARNING CENTER AT NEVADA'S STEWART INDIAN SCHOOL AND TO PROVIDE TEACHERS WITH THE REQUIRED IN-SERVICE INSTRUCTION IN THE USE OF MEDIA AND TEACHING RESOURCES. THE MEDIA CENTER IS DESIGNED AROUND THE THEORY THAT INQUIRY, SELF-DIRECTION, AND INDEPENDENT STUDY MUST BE BASED ON A TRUST IN STUDENT ABILITY TO CARRY THROUGH A SELF-DIRECTED AND TEACHER-DIRECTED STUDY PROGRAM. THE IN-SERVICE PROGRAM HAS 3 MAJOR COMPONENTS: (1) THE DEVELOPMENT OF BASIC UNDERSTANDING OF MEDIA UTILIZATION, (2) THE CONDUCTING OF 2 ONE-DAY WORKSHOPS AND NUMEROUS CONFERENCES WITH INDIVIDUAL TEACHERS, AND (3) THE PROVISION OF AN INTENSIVE 2-WEEK MEDIA WORKSHOP FOR SELECTED TEACHERS. IMPLEMENTATION OF THE MEDIA CENTER IS DISCUSSED IN THE DOCUMENT IN TERMS OF EXISTING FACILITIES, STUDENT NEEDS, STAFF REQUIREMENTS, SELECTION AND ACCESSIBILITY OF MATERIALS, NEED FOR CULTURAL ENRICHMENT MATERIALS, AND EVALUATION. THE APPENDIX CONTAINS SUCH ITEMS AS A DIAGRAM OF FACILITIES, A PUPIL BEHAVIOR AND ATTITUDE CHECKLIST, AND A BIBLIOGRAPHY OF CALIFORNIA AND RELATED INDIAN MATERIALS. (LS)

ACCESSION NUMBER: ED050872

PUBLICATION DATE: 10 APR 65

TITLE: PROCEEDINGS: THE NEVADA INTER-TRIBAL INDIAN CONFERENCE (UNIVERSITY OF NEVADA, MAY 1-2, 1964).

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; ATTITUDES; *EDUCATION; HISTORY; INTERCOMMUNICATION; *LEGAL PROBLEMS; *POLITICAL ISSUES; *SOCIAL ATTITUDES

IDENTIFIER: *NEVADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 100P.

THE CONFERENCE REPORT OF THE 1964 NEVADA INTER-TRIBAL INDIAN CONFERENCE, DESIGNED TO ENCOURAGE COOPERATION AND COMMUNICATION BETWEEN INDIANS AND NON-INDIANS, DEALS WITH (A) INDIANS AND OPPORTUNITY, (B) INDIANS AND THE COMMUNITY, AND (C) INDIANS AND LEGISLATION. THE DOCUMENT ALSO RECORDS NARRATION REFLECTING THE ATTITUDES OF INDIANS IN NEVADA TOWARD THEIR LIFE SITUATION. ADDITIONALLY, EMPHASIS IS GIVEN TO THE CLAIMS CASES OF SUCH TRIBES AS THE WASHOE, THE WESTERN SHOSHONE, AND THE NORTHERN PAIUTE. THIS MATERIAL "SHOULD PROVE VALUABLE TO THOSE WHO ARE INTERESTED IN INDIAN AFFAIRS, NEVADA HISTORY AND ANTHROPOLOGY, SOCIAL WORK AND INDIAN EDUCATION." (MB)

ACCESSION NUMBER: ED050873

PUBLICATION DATE: JUN 71

TITLE: THE FORMAL EDUCATION OF MINNESOTA INDIANS: HISTORICAL PERSPECTIVE UNTIL 1934.

PERSONAL AUTHOR: BEAULIEU, DAVID

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; *EDUCATION; *HISTORY; *PUBLIC EDUCATION; *SCHOOLS

IDENTIFIER: CHIPPEWAS; *MINNESOTA; SIOUX INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 44P.

AN HISTORICAL PERSPECTIVE OF THE EDUCATION OF MINNESOTA INDIANS UNTIL 1934 IS PROVIDED IN TERMS OF (1) THE FUNCTION OF THE MISSIONARY, (2) THE FEDERAL PERIOD--INCLUDING THE MISSION CONTRACT PERIOD, REACTIONARY POLICY, AND NEW DIRECTION AND MONEY--AND THE 20TH CENTURY, AND (3) THE MINNESOTA INDIANS AND STATE PUBLIC SCHOOL EDUCATION. DEMOGRAPHIC DATA, 3 POPULATION MAPS, AND A BIBLIOGRAPHY ARE INCLUDED. (MJB)

ACCESSION NUMBER: ED050875

PUBLICATION DATE: JUN 71

TITLE: REPORT OF SURVEY FINDINGS: ASSESSMENT OF NEEDS OF BILINGUAL EDUCATION PROGRAMS.

DESCRIPTOR: AMERICAN INDIANS; *BILINGUAL EDUCATION; CHINESE; COMMUNITY INVOLVEMENT; CURRICULUM DEVELOPMENT; EDUCATIONAL NEEDS; *INSTRUCTIONAL MATERIALS; *INSTRUCTIONAL PROGRAMS; MEXICAN AMERICANS; *NATIONAL SURVEYS; PORTUGUESE; *SPANISH SPEAKING; STAFF IMPROVEMENT; TEACHER CHARACTERISTICS

IDENTIFIER: *ELEMENTARY SECONDARY EDUCATION ACT TITLE VII

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 86P.

INFORMATION FROM ALL TITLE VII BILINGUAL EDUCATION PROJECTS IN EXISTENCE COMPRISES THIS REPORT BY THE NATIONAL CONSORTIA FOR BILINGUAL EDUCATION, WHICH WAS SET UP (1) TO ASSESS MAJOR NEEDS OF BILINGUAL EDUCATION PROGRAMS ACROSS THE NATION IN TERMS OF CURRICULUM-RELATED MATERIALS AND (2) TO IDENTIFY, TEST, AND/OR DESIGN MATERIALS FOR BROAD DISSEMINATION. IN KEEPING WITH THE FIRST OBJECTIVE, THIS DOCUMENT PRESENTS A DESCRIPTION OF THE ASSESSMENT-OF-NEEDS PROCESS, A DESCRIPTION OF THE LEARNERS AND THEIR ENVIRONMENTS, A DISCUSSION OF PRELIMINARY MATCHING OF MATERIALS NEEDS AND PRODUCTS, EXPLORATION OF THE UNMET MATERIALS NEEDS, AND AN ENVIRONMENTAL MODEL FOR MATERIALS PACKAGING. THE FOREGOING INFORMATION WAS OBTAINED MAINLY BY MAIL-OUT, TELEPHONE, AND ON-SITE VISITATION SURVEYS. NINE TABLES AND 6 FIGURES ARE INCLUDED. A RELATED DOCUMENT IS RC 005 322. (MJB)

ACCESSION NUMBER: ED050880

PUBLICATION DATE: 31 DEC 70

TITLE: ARIZONA STATE ECONOMIC OPPORTUNITY OFFICE: ANNUAL REPORT, CALENDAR YEAR ENDING DECEMBER 31, 1970.

DESCRIPTOR: ADULT EDUCATION; ALCOHOLISM; *AMERICAN INDIANS; *ANNUAL REPORTS; COMMUNITY ACTION; COMMUNITY DEVELOPMENT; *COMMUNITY PROGRAMS; EARLY CHILDHOOD EDUCATION; ECONOMIC DEVELOPMENT; *ECONOMIC DISADVANTAGEMENT; EMPLOYMENT PROGRAMS; ENVIRONMENTAL INFLUENCES; FAMILY PLANNING; *FEDERAL STATE RELATIONSHIP; HEALTH SERVICES; JOB DEVELOPMENT; LEGAL AID PROJECTS; NEIGHBORHOOD CENTERS; TABLES (DATA)

IDENTIFIER: *ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 61P.

PRESENTED IS THE 4TH ANNUAL REPORT OF THE ARIZONA STATE ECONOMIC OPPORTUNITY OFFICE. THE PURPOSE OF THE REPORT IS TO PROVIDE INTERESTED AGENCIES, PUBLIC OFFICIALS, AND THE GENERAL PUBLIC AN OVERVIEW OF OFFICE OF ECONOMIC OPPORTUNITY PROGRAMS OPERATING IN THE STATE OF ARIZONA. THE REPORT GIVES BRIEF DESCRIPTIONS AND PURPOSES OF THE VARIOUS PROGRAMS. IT ALSO CONTAINS A COMPILATION OF PROJECTS BY COUNTY AND INDIAN COMMUNITY ACTION AGENCIES. ALL SINGLE-PURPOSE PROGRAMS OF RECORD IN THE STATE OFFICE ARE ALSO INCLUDED. (LS)

ACCESSION NUMBER: ED050881

PUBLICATION DATE: 25 NOV 68

TITLE: AN ANALYSIS OF THE MAJOR DEFICIENCIES IN THE NEW MEXICO SCHOOLS AND RECOMMENDATIONS FOR CURRICULUM AND INSTRUCTIONAL IMPROVEMENT.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: *AMERICAN INDIANS; CURRICULUM PROBLEMS; EDUCATIONAL INNOVATION; *EDUCATIONAL NEEDS; ELEMENTARY EDUCATION; *HIGHER EDUCATION; INSTRUCTIONAL IMPROVEMENT; *RURAL EDUCATION; SECONDARY EDUCATION; *VOCATIONAL EDUCATION

IDENTIFIER: *NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 65P.; A REPORT SUBMITTED TO THE FOUR CORNERS REGIONAL COMMISSION, SANTA FE, NEW MEXICO

"THE PURPOSE OF THIS REPORT WAS TO SELECT AND PRESENT DATA ON THE VARIOUS LEVELS OF EDUCATION IN THE STATE OF NEW MEXICO, WITH PARTICULAR REFERENCE TO STATUS, DEFICIENCIES AND NEEDS IN CURRICULUM AND INSTRUCTION. THE MOST SIGNIFICANT AND RELEVANT INFORMATION ON ELEMENTARY EDUCATION (PUBLIC AND NON-PUBLIC), SECONDARY EDUCATION (PUBLIC AND NON-PUBLIC), INDIAN EDUCATION, VOCATIONAL AND TECHNICAL EDUCATION, AND HIGHER EDUCATION WAS COLLECTED AND ANALYZED TO PROPOSE SUGGESTIONS AND RECOMMENDATIONS FOR IMPROVEMENT OF CURRICULA AND INSTRUCTION." AN ATTEMPT WAS MADE "TO REVEAL SIGNIFICANT AREAS OF EDUCATIONAL NEED COUPLED WITH RECOMMENDATIONS THAT MAY SUGGEST PROGRAMS AND PROJECTS TO COPE WITH THE NOTED EDUCATIONAL DEFICIENCIES IN THE STATE." A FORMAL OBSERVATION OF INNOVATIONAL PRACTICES FOR CURRICULAR AND INSTRUCTIONAL REVISION IN NEW MEXICO SCHOOLS IS APPENDED. (JH)

ACCESSION NUMBER: ED050882

PUBLICATION DATE: AUG 70

TITLE: AN EVALUATION OF SUPPLEMENTARY TECHNIQUES FOR CORRECTING IDIOM AND VOCABULARY PROBLEMS OF BILINGUAL STUDENTS.

PERSONAL AUTHOR: RICHARDS, DAVID R.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; *ELEMENTARY SCHOOL STUDENTS; ENGLISH (SECOND LANGUAGE); *LANGUAGE; MASTERS THESES; NAVAHO; ORAL COMMUNICATION; *READING ACHIEVEMENT; READING TESTS; VOCABULARY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.; MASTER'S THESIS SUBMITTED TO BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH

THE STUDY WAS CONDUCTED WITH THE UNDERSTANDING THAT BILINGUAL NAVAJO INDIAN STUDENTS ATTEMPTING TO GET AN EDUCATION IN THE PUBLIC SCHOOL SYSTEM ARE FACED WITH LEARNING TO READ THE ENGLISH LANGUAGE UNDER THE CONVENTIONAL METHOD. AS STATED, THE PRIMARY PURPOSE OF THIS STUDY WAS TO DETERMINE IF THE INDIAN AND NON-INDIAN CHILDREN IN GRADES 4, 5, AND 6 OF THE SAN JUAN COUNTY SCHOOL DISTRICT, UTAH, COULD INCREASE THEIR READING VOCABULARY USING 6 CONVENTIONAL BASAL READERS AND ACCOMPANYING DICTIONARIES, THE "LITTLE DICTIONARIES FOR VOCABULARY AND IDIOMS," DURING THE SCHOOL YEAR 1969-70. THESE INVESTIGATOR-CONSTRUCTED DICTIONARIES CONTAINED ENGLISH DEFINITIONS OF EVERY IDIOM AND VOCABULARY ITEM IN THE BASAL READERS THAT THE RESEARCHER DEEMED QUESTIONABLE IN TERMS OF UNDERSTANDING BY A BILINGUAL STUDENT. RESULTS OF THE PRE- AND POST-TEST WERE STATISTICALLY COMPARED USING THE T-RATIO. GENERAL FINDINGS WERE THAT GRADES 5 AND 6 OF THE EXPERIMENTAL INDIAN GROUP SHOWED SIGNIFICANT GAINS IN VOCABULARY SKILLS; GRADE 4 INDIAN STUDENTS IN THE EXPERIMENTAL GROUPS GAINED HIGHER THAN GRADE 4 INDIANS IN THE CONTROL GROUP; AND GRADE 4 NON-INDIANS IN THE CONTROL GROUP GAINED SIGNIFICANTLY HIGHER THAN INDIANS IN THE SAME GROUP. RECOMMENDATIONS ARE INCLUDED FOR REPLICATION AND FURTHER STUDY OF THE PROBLEM. (EL)

AVAILABILITY: INTER-LIBRARY LOAN FROM BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH

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ACCESSION NUMBER: ED050884

PUBLICATION DATE: JUL 68

TITLE: A CROSS-CULTURAL COMPARISON OF MASS COMMUNICATIONS INTERESTS AMONG CLOQUET JUNIOR HIGH SCHOOL STUDENTS AND A COMPARISON OF MASS COMMUNICATION INTERESTS OF INDIAN STUDENTS IN FOUR MINNESOTA SCHOOLS .

PERSONAL AUTHOR: URBANSKI, LAWRENCE F.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATIONS; COMPARATIVE ANALYSIS; CROSS CULTURAL STUDIES; EDUCATION; *INTEREST RESEARCH; *MASS MEDIA; *SECONDARY SCHOOL STUDENTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 36P.

THE CROSS-CULTURAL STUDY WAS PERFORMED (1) TO DETERMINE WHAT SIGNIFICANT DIFFERENCES THERE WERE AMONG CLOQUET JUNIOR HIGH SCHOOL STUDENTS IN TERMS OF USE OF MEDIUMS OF MASS COMMUNICATION (TV, RADIO, MOVIES, NEWSPAPERS, COMIC BOOKS, AND BOOKS) AND (2) TO NOTE WHETHER SIGNIFICANT DIFFERENCES EXISTED BETWEEN INTERESTS (E.G., ADVENTURE, COMEDY, MYSTERY) OF INDIAN STUDENTS AND NON-INDIAN STUDENTS. OTHER PURPOSES OF THE STUDY WERE TO CHECK THE AVAILABILITY OF VARIOUS MEDIUMS TO ALL STUDENTS AND THE USEFULNESS AND IMPORTANCE OF SUCH AS PART OF THE INSTRUCTIONAL PROGRAM. THE POPULATION INCLUDED 102 STUDENTS (IN GRADES 7, 8, AND 9), OF WHICH 34 WERE AMERICAN INDIANS FROM THE FOND DU LAC CHIPPEWA INDIAN RESERVATION IN MINNESOTA. A 4-PAGE CHECKLIST OBTAINED DATA, WHICH ARE RECORDED ON TABLES. THE FINDINGS REVEALED (1) A DEFINITE PATTERN OF INTEREST WITH EACH MEDIUM AND (2) A SIGNIFICANT INTEREST DIFFERENCE WITH INDIAN STUDENTS AS COMPARED TO OTHER STUDENTS, WITH SOME EXCEPTIONS. IN THE SECOND STUDY, DESIGNED TO OBTAIN A MORE COMPLETE PICTURE OF INDIAN STUDENT INTERESTS THAN WAS PROVIDED BY THE FOREGOING CROSS-CULTURAL STUDY, 36 INDIAN STUDENTS ATTENDING 4 MINNESOTA SECONDARY SCHOOLS RESPONDED IN TERMS OF MASS COMMUNICATION INTERESTS. TABULAR RESULTS INDICATE, FOR EXAMPLE, THAT STUDENTS IN ALL SCHOOLS FEEL THAT BOOKS COMPRISED THE MEDIUM FROM WHICH THE STUDENTS LEARNED MOST. (EL)

ACCESSION NUMBER: ED050888

PUBLICATION DATE: 15 APR 70

TITLE: BASIC PROGRAM PLAN FOR COMMUNICATIONS ARTS PROGRAM.

DESCRIPTOR: ACADEMIC PERFORMANCE; *AMERICAN INDIANS; *COMMUNICATION SKILLS; CULTURE CONFLICT; EDUCATIONALLY DISADVANTAGED; EDUCATIONAL STRATEGIES; FACILITY REQUIREMENTS; INSTRUCTIONAL MATERIALS; LEARNING ACTIVITIES; LOW ACHIEVEMENT FACTORS; *MEXICAN AMERICANS; *PRESCHOOL PROGRAMS; *PRIMARY GRADES; SELF CONCEPT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 99P.

THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY'S COMMUNICATION ARTS PROGRAM FOR AMERICAN INDIAN AND MEXICAN AMERICAN YOUNGSTERS AGE 3 THROUGH 9 OUTLINES A DAY WHICH CONSISTS OF EXPERIENCES THAT DEVELOP THE CHILD'S ORAL LANGUAGE CAPACITY AND READING AND WRITING SKILLS IN ENGLISH. THE BASIC PLAN RESTS ON AN INSTALLATION STRATEGY THAT ASSUMES AND PRESCRIBES ROLES FOR TEACHERS, TEACHER AIDES, PARENTS, AND ADMINISTRATORS--EMPHASIZING THEIR ROLES AS CHANGE AGENTS WHILE STRESSING A NEED FOR A COMPREHNSIVE TRAINING PROGRAM. THE CHILD IS DEFINED AS THE PRIMARY CLIENT AND THE TEACHER, TEACHER AIDE, PARENT, AND ADMINISTRATOR ARE SECONDARY CLIENTS WHO SURROUND AND SCREEN THE CHILD DURING THE EDUCATIONAL PROCESS. THE ENTIRE SECONDARY-CLIENT POPULATION IS CONSIDERED THE KEY TO INCREASING THE CHILD'S PROBABILITY OF SUCCESS IN SCHOOL. THE CHILD'S PROBLEM IN SCHOOL IS SEEN AS FALLING INTO 3 BROAD AREAS: ACADEMIC PERFORMANCE, INTERPERSONAL RELATIONSHIPS, AND INTERCULTURAL ABILITY. OUTCOMES ARE SPECIFIED FOR EACH AREA FOR THE CHILD AND FOR EACH CLASS OF SECONDARY CLIENT. ONE SET OF CURRICULUM AND INSTALLATION PRODUCTS IS SPECIFIED FOR THE ENTIRE COMMUNICATION ARTS PROGRAM. PARADIGMATIC SCHEDULES ARE PROVIDED TO DEMONSTRATE HOW THESE PRODUCTS INTEGRATE IN THE VARIOUS FORMATS OF THE PROGRAM. INCLUDED IS A SCHEMATIC RELATIONSHIP SHOWING ACTIVITIES, COMPONENTS, PRODUCTS, AND THE SCHEDULE FOR DEVELOPMENT OF THE PROGRAM. ESTIMATES OF THE ANNUAL COSTS FOR THE VARIOUS ACTIVITIES ARE ALSO PROVIDED. (AUTHOR/JH)

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ACCESSION NUMBER: ED051054

PUBLICATION DATE: 4 MAY 70

TITLE: MULTICULTURAL EDUCATION GUIDE FOR GRADES 4, 5, AND 8.

DESCRIPTOR: AFFECTIVE OBJECTIVES; AFRICAN AMERICAN STUDIES; AMERICAN INDIANS; CHINESE AMERICANS; CIVIL RIGHTS; CONCEPT TEACHING; CULTURAL AWARENESS; *CURRICULUM GUIDES; ELEMENTARY GRADES; *ETHNIC STUDIES; GRADE 4; GRADE 5; GRADE 8; HUMAN RELATIONS UNITS; *INTERGROUP EDUCATION; JAPANESE AMERICANS; MEXICAN AMERICANS; RESOURCE GUIDES; *SOCIAL STUDIES UNITS; *UNITED STATES HISTORY

IDENTIFIER: *VALUES EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 82P.

THIS RESOURCE GUIDE, PREPARED BY TEACHERS, IS DESIGNED TO INCORPORATE MINORITY GROUP STUDIES INTO THE DISTRICT'S SOCIAL STUDIES CURRICULUM AT LEVELS 4, 5, AND 8 AS A START TOWARD GOALS SPECIFIED IN THE STATE LAW. INTRODUCTORY MATERIAL DISCUSSES THE CALIFORNIA EDUCATION CODE REQUIREMENTS, LOCAL DISTRICT POLICY, AND THE WORK OF THE CURRICULUM DEVELOPMENT COMMITTEE. THE GOAL OF THIS COURSE IS TO OFFER CHILDREN MORE COMPLETE INFORMATION ABOUT FIVE MINORITY GROUPS IN THE UNITED STATES: AFRO-AMERICANS, AMERICAN INDIANS, CHINESE-AMERICANS, JAPENESE-AMERICANS, AND MEXICAN-AMERICANS, WITH AN ADDITIONAL UNIT ON PREJUDICE. EACH UNIT IS CONCEPT ORIENTED; VARIOUS TOPICS TO BE EXPLORED ARE OUTLINED WITH THE APPROPRIATE GRADE LEVEL INDICATED. OBJECTIVES FOR THE UNIT ARE GIVEN; MATERIALS OF INSTRUCTION AND LEARNING ACTIVITIES ARE DESCRIBED. SOME TEACHING TECHNIQUES USED ARE: OBSERVATION, FIELD TRIP EXPERIENCES, DRAMATIZATIONS AND ROLE PLAYING, INDIVIDUAL RESEARCH, SMALL AND LARGE GROUP ACTIVITIES, EDUCATIONAL GAMES, CRITICAL THINKING AND COMPARATIVE ANALYSIS. RESOURCE MATERIALS ARE LISTED IN THE GUIDE WITH STUDENT MATERIALS INCLUDED FOR SOME UNITS; IN ADDITION, A DISTRICT BIBLIOGRAPHY, MATERIALS PERTAINING TO THREE MINORITY GROUPS: NEGRO-AMERICANS, MEXICAN-AMERICANS, AND ORIENTAL-AMERICANS, IS TO BE USED. (AUTHOR/JSB)

ACCESSION NUMBER: ED051074

PUBLICATION DATE: MAY 71

TITLE: SCHOOL PERSONNEL PREPARATION FOR AMERICAN INDIANS: PRESENT STATE AND NEEDED STEPS.

PERSONAL AUTHOR: BURDIN, JOEL L., ED.; AND OTHERS

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BICULTURALISM; CULTURAL DIFFERENCES; *INSERVICE TEACHER EDUCATION; *PRESERVICE EDUCATION; *TEACHER ATTITUDES; TEACHER EDUCATION; TEACHER SELECTION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 76P.; PAPER PREPARED AT WRITERS' CONFERENCE ORGANIZED BY THE ERIC CLEARINGHOUSES ON TEACHER EDUCATION AND RURAL EDUCATION AND SMALL SCHOOLS, FALL 1970

THIS PUBLICATION CONSISTS OF PAPERS PRESENTED AT W WORKSHOP HELD AT ARIZONA STATE UNIVERSITY IN TEMPE TO DISCUSS PROBLEMS CONCERNED WITH BOTH INSERVICE AND PRESERVICE TRAINING OF TEACHERS TO WORK WITH AMERICAN INDIAN CHILDREN. DISCUSSIONS CENTERED AROUND TWO MAJOR AREAS: THE PROBLEMS INVOLVED IN PROPER TRAINING OF THE TEACHERS AND SUGGESTED SOLUTIONS TO THESE PROBLEMS. THE PROBLEMS DISCUSSED INCLUDE 1) TEACHER CHARACTERISTICS, SCHOOL CHARACTERISTICS, CULTURAL DIFFERENCES, THE SYSTEM, AND SELECTION AND RECRUITMENT OF TEACHERS. HOPKINS SMITH OUTLINES SEVERAL CRITERIA FOR THE SELECTION OF TEACHERS FOR INDIANS. JOE S. SANDO IDENTIFIES THE STAGES OF ACCULTURATION AND STRESSES THE NEED TO MOVE BEYOND THESE: 1) BEWILDERMENT AND FRUSTRATION CONCERNING INDIAN CULTURE; 2) REJECTION OF INDIAN SOCIETY; AND 3) SEMI-ACCULTURATION, WITH THE BEGINNING OF PRIDE IN INDIAN CULTURE. LYAL HOLDER PROVIDES A CONCEPTUALIZATION OF WHAT HE BELIEVES TO BE EFFECTIVE IN TRAINING TEACHERS FOR INDIANS. WILLARD BASS LISTS 20 SELECTED PROBLEMS, ALONG WITH THE COMMENTS ON THE RESEARCH AND/OR DEVELOPMENT NEEDED IN EACH AREA, AND DEMONSTRATES A STRONG CONCERN ABOUT TEACHER ATTITUDES. FINALLY, SELECTED EXCERPTS FROM "THE EDUCATION OF INDIAN CHILDREN AND YOUTH" BY ROBERT J. HAVIGHURST DISCUSS THE GOALS OF INDIAN EDUCATION, THE QUALITY OF TEACHERS AND ADMINISTRATORS, AND RECOMMENDATIONS FOR CURRICULUM, CAREER DEVELOPMENT, COLLEGE AND POST HIGH SCHOOL EDUCATION, INDIANS IN THE URBAN SCHOOL SYSTEM, AND FINANCE. THE INTRODUCTION BY EVERETT D. EDINGTON AND OVERVIEW BY JOEL L. BURDIN PROVIDE SUMMARIES OF THE WORKSHOP AND THE PROBLEMS OF INDIAN EDUCATION RESPECTIVELY. (MBM)

AVAILABILITY: MANAGER, DUPLICATING SERVICES, BOX 3-CB, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, N.MEX. 88001 ($1.50, PREPAID OR ACCOMPANIED BY PURCHASE ORDER)

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ACCESSION NUMBER: ED051102

PUBLICATION DATE: 70

TITLE: TEACHER TRAINING EXPERIENCE FOR INNER CITY SCHOOLS.

PERSONAL AUTHOR: KROSKY, ROY T.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CULTURAL DIFFERENCES; *FIELD EXPERIENCE PROGRAMS; INNER CITY; *PRESERVICE EDUCATION; SELF ACTUALIZATION; *TEACHER EDUCATION; *URBAN SCHOOLS

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 78P.; 1971 AACTE DISTINGUISHED ACHIEVEMENT AWARD ENTRY

THIS TRAINING PROGRAM HAS BEEN DEVELOPED TO PREPARE TEACHERS FOR WORKING WITH CHILDREN FROM CULTURALLY DIVERSE BACKGROUNDS BY PROVIDING EARLY OPPORTUNITIES FOR CLASSROOM EXPERIENCE AND DIRECT RELATIONSHIPS WITH PUPILS, TEACHERS, ADMINISTRATORS, PARENTS, AND CITIZENS IN URBAN COMMUNITIES. THE PROGRAM IS BASED ON SELF-DISCOVERY AND SELF-ACTUALIZATION ACHIEVED BY MEETING PERSONAL CHALLENGES. MUCH OF THE FIRST 4 WEEKS OF THE QUARTER IS SPENT IN CONCENTRATED STUDY IN AREAS RELATED TO SPECIFIC COURSE OFFERINGS. A COMMUNITY ADVISORY BOARD HAS BEEN ESTABLISHED IN EACH OF THE COMMUNITIES IN WHICH PARTICIPANTS LIVE AND WORK TO HELP DESIGN ACTIVITIES AND SERVE AS LIAISON. AN IMPORTANT ACTIVITY IN THE FIELD EXPERIENCE, WHICH IS DESCRIBED IN DETAIL, IS A ONE-WEEK CAMPING TRIP TO THE FOUR CORNERS AREA OF THE SOUTHWEST, WITH DAILY VISITS TO BUREAU OF INDIAN AFFAIRS AND COMMUNITY SCHOOLS, HIKING, CAMPING, AND DISCUSSIONS. OTHER FIELD EXPERIENCE ACTIVITIES INCLUDE A 5-WEEK LIVE-IN EXPERIENCE IN AN INNER-CITY NEIGHBORHOOD, AT LEAST ONE-HALF OF EACH DAY FOR A 5-WEEK PERIOD WORKING WITH INNER-CITY CHILDREN AS A TEACHER-ASSISTANT, ACTIVE PARTICIPATION IN THE WORK OF PUBLIC AND PRIVATE AGENCIES IN THE COMMUNITY, AND SEMINARS COORDINATED WITH BOTH TYPES OF FIELD EXPERIENCE TO PROVIDE A BASIS FOR THE SOLUTIONS TO THE SOCIOLOGICAL, PSYCHOLOGICAL, AND EDUCATIONAL PROBLEMS ENCOUNTERED. (MBM)

ACCESSION NUMBER: ED051327

PUBLICATION DATE: APR 70

TITLE: TRI-CULTURAL SENSITIVITY IN-SERVICE TRAINING PROGRAM. SAMPLE TEACHING UNITS THROUGH CULTURAL AWARENESS.

DESCRIPTOR: AMERICAN INDIANS; CLASS ACTIVITIES; CULTURAL AWARENESS; *CULTURAL EDUCATION; CURRICULUM DEVELOPMENT; *CURRICULUM GUIDES; EDUCATIONAL OBJECTIVES; *ELEMENTARY EDUCATION; INSTRUCTIONAL MATERIALS; *INTERCULTURAL PROGRAMS; *MEXICAN AMERICANS; SOCIAL STUDIES UNITS; UNIT PLAN

IDENTIFIER: BERNALILLO PUBLIC SCHOOLS; NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 81P.

CONTENTS OF THIS BOOK, DESIGNED TO GIVE THE CERTIFIED PERSONNEL OF THE BERNALILLO PUBLIC SCHOOLS (DADE COUNTY, N.M.) AN IDEA OF WHAT CAN BE DONE IN THEIR TEACHING AREAS TO MEET WITH THE PHILOSOPHY OF THAT SCHOOL SYSTEM, INCLUDE UNITS ON: SOCIAL STUDIES, GRADES ONE TO SIX: "WE THREE AND OUR HOME"; "ABOUT ME"; "MY FAMILY"; "MY FATHER"; "MY MOTHER"; "THINGS I CAN DO BY MYSELF"; "MY HOUSE AND THINGS WE HAVE AT HOME AND ACTIVITIES"; "FOOD"; "INDIAN LEADERS"; "MY PLAYMATES"; "PEOPLE I SEE, KNOW, AND LIKE"; "MUSIC"; "ART"; "INTRODUCTION TO POETRY"; "BIOLOGY"; "USE OF FLOWERING PLANTS"; "MATHEMATICS"; "MEASUREMENT"; "COST OF OPERATING AN AUTOMOBILE"; "COST OF OPERATING A CAR, WORD PROBLEMS"; "WORD PROBLEMS IN MATHEMATICS--TAKING THE THREE CULTURES INTO CONSIDERATION"; "LITERATURE"; "EARLY AMERICAN LITERATURE"; AND, "AMERICAN FOLKLORE." EACH UNIT INCLUDES INFORMATION ON OBJECTIVES, ACTIVITIES, MATERIALS, RESOURCE PERSONS, AND EVALUATION. (JM)

ACCESSION NUMBER: ED051328

PUBLICATION DATE: 30 JAN 70

TITLE: TRI-CULTURAL SENSITIVITY IN-SERVICE TRAINING PROGRAM REPORT.

DESCRIPTOR: AMERICAN INDIAN CULTURE; CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; *HUMAN RELATIONS PROGRAMS; *INSERVICE TEACHER EDUCATION; *INTERCULTURAL PROGRAMS; MEXICAN AMERICANS; RELEVANCE (EDUCATION); SCHOOL CADRES; SENSITIVITY TRAINING; TEACHER WORKSHOPS

IDENTIFIER: BERNALILLO PUBLIC SCHOOLS; *CIVIL RIGHTS ACT TITLE IV; NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 259P.

THE TRI-CULTURAL SENSITIVITY IN-SERVICE TRAINING PROGRAM, FUNDED BY THE FEDERAL GOVERNMENT UNDER THE PROVISIONS OF TITLE IV, PUBLIC LAW 88-352 (CIVIL RIGHTS ACT) OF 1964, WAS DEVELOPED IN RESPONSE TO THE RESULTS OF A SYSTEM-WIDE SURVEY OF THE STAFF IN 1967. EIGHTY-FIVE PERCENT OF THE TEACHERS GRANTED THAT A DEFICIENCY IN KNOWLEDGE, UNDERSTANDING, AND THE KNOW-HOW OF COMMUNICATION AMONG THE CULTURES OF MEXICAN AMERICANS, INDIANS, AND ANGLO AMERICANS COULD BE THE REASON FOR FAILURE TO MEET THE NEEDS OF THE STUDENTS. AMONG THE OBJECTIVES OF THE PROGRAM WERE: TO CONDUCT TRAINING FOR THE PROFESSIONAL STAFF, THE STUDENT POPULATION, THE COMMUNITY, AND NON-CERTIFIED PERSONNEL WITH REGARD TO HUMAN VALUES BY MEANS OF IN-SERVICE PROGRAMS GEARED TO THE SPECIFIC NEEDS OF EACH RESPECTIVE GROUP; TO CONDUCT HIGHLY CONCENTRATED BEGINNING-OF-THE-YEAR ORIENTATION IN-SERVICE SESSIONS ACCORDING TO THE INDIVIDUAL NEEDS OF THE STAFF; AND, TO PREPARE LONG-RANGE SEQUENTIAL PROCEDURES, WHICH WILL LEAD TO A BALANCED CURRICULUM AND PROVIDE FOR RELEVANCY IN THE INSTRUCTIONAL PROGRAM, SO THAT STUDENTS WILL GET MORE MEANING BY BEING ABLE TO RELATE THEIR HOME ENVIRONMENT TO THEIR SCHOOL ENVIRONMENT, AT LEAST PARTIALLY. (AUTHOR/JM)

ACCESSION NUMBER: ED051891

PUBLICATION DATE: NOV 70

TITLE: A STUDY IN CHILD CARE (CASE STUDY FROM VOLUME II-A): "A HOUSE FULL OF CHILDREN." DAY CARE PROGRAMS REPRINT SERIES.

PERSONAL AUTHOR: ZECKHAUSER, SALLY; RUOPP, RICHARD R.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *BILINGUALISM; COMMUNITY INVOLVEMENT; CULTURAL AWARENESS; *DAY CARE PROGRAMS; *DAY CARE SERVICES; HEALTH PROGRAMS; NUTRITION; ORGANIZATION; PARENT PARTICIPATION; PHYSICAL FACILITIES; PROGRAM DESCRIPTIONS; *SELF CONCEPT; SOCIAL SERVICES; VOLUNTEERS

IDENTIFIER: PROJECT HEAD START; UTE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 49P.

THE UTE INDIAN TRIBE DAY CARE CENTER AT FORT DUCHESNE, UTAH, IS AN EXPANDED HEAD START PROGRAM SERVING UTE AND ANGLO CHILDREN. THE COMMUNITY CONTROL OF THE CENTER IS SIGNIFICANT: TWO-THIRDS OF THE STAFF ARE UTE; PARENTS WORK AS PAID STAFF AND VOLUNTEERS IN TEACHING SITUATIONS; MONTHLY PARENT MEETINGS ARE HELD; 40% OF THE PARENTS ARE INVOLVED IN A CAREER DEVELOPMENT PROGRAM; AND THE CENTER DISTRIBUTES ITS OWN MONTHLY NEWSLETTER. ETHNIC IDENTITY AND BILINGUAL COMMUNICATION ARE STRESSED IN THE DAY CARE PROGRAM. CHILDREN ARE TAUGHT ABOUT THEIR NATIVE LEGENDS, FOODS, CRAFTS AND DANCES. CENTER PERSONNEL FEEL THAT THE EMPHASIS ON UTE CULTURE GIVES UTE CHILDREN INCREASED TRIBAL PRIDE AND ANGLO CHILDREN A BETTER UNDERSTANDING OF THEIR INDIAN NEIGHBORS. CHILDREN IN THE CENTER ARE FREE TO CHOOSE THEIR OWN ACTIVITIES AND SELF-RELIANCE IS ENCOURAGED. THE CENTER PROVIDES A FULL-TIME NUTRITIONAL AND HEALTH PROGRAM. A FLOOR PLAN OF THE CENTER, A COMMUNITY HISTORY, AN EXPLANATION OF CENTER AND STAFF ORGANIZATION, A CHART OF THE USE OF THE COORDINATOR'S TIME, AND PARENT COMMENTS ARE INCLUDED IN THIS DOCUMENT. AN APPENDIX PROVIDES A SAMPLE DAILY SCHEDULE, WEEKLY MENU, PHYSICAL EXAM FORM AND CHILD INFORMATION FORM. (AJ)

ACCESSION NUMBER: ED051913

PUBLICATION DATE: MAY 71

TITLE: A NATIVE AMERICAN CURRICULUM UNIT FOR THE FOURTH GRADE. NATAM IV.

PERSONAL AUTHOR: CUSTER, CAROLYN

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL AWARENESS; *EDUCATIONAL OBJECTIVES; *GRADE 4; LEARNING ACTIVITIES; *RURAL URBAN DIFFERENCES; *SOCIAL STUDIES UNITS; TEACHER DEVELOPED MATERIALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

THE SOCIAL STUDIES CURRICULUM GUIDE, INTENDED FOR USE WITH 4TH-GRADE CHILDREN, WAS DEVELOPED AS PART OF A UNIVERSITY OF MINNESOTA EXTENSION COURSE REQUIREMENT OFFERED TO PUBLIC SCHOOL TEACHERS. INCLUDED IN THIS UNIT ON AMERICAN INDIANS ARE LESSONS IN ANTHROPOLOGY, HISTORY, GEOGRAPHY, SOCIOLOGY, GOVERNMENT, AND ECONOMICS. THE ACTIVITIES INCLUDED ARE INTENDED TO RELATE TO THE LIVES OF THE STUDENTS LIVING IN THE SUBURBAN STRUCTURE SO THAT THEY WILL EVENTUALLY RECOGNIZE THEIR RESPONSIBILITIES TOWARD CITIZENS BEYOND THE SUBURBAN ENVIRONMENT. (LS)

ACCESSION NUMBER: ED051914

PUBLICATION DATE: MAY 71

TITLE: THE PRE-SCHOOL CHILD'S IMAGE OF THE AMERICAN INDIAN. NATAM IX.

PERSONAL AUTHOR: BELL, CAROLYN L.

DESCRIPTOR: *AMERICAN INDIANS; *ATTITUDES; CULTURAL FACTORS; *EARLY CHILDHOOD EDUCATION; *INTERVIEWS; PARENT ATTITUDES; RESEARCH; *STEREOTYPES; TEACHER ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 48P.

THE DOCUMENT REPORTS ON A SURVEY OF BOOKS, NURSERY RHYMES, COLORING BOOKS, CLOTHING, TELEVISION PROGRAMS, RECORDS, AND TOYS WHICH TEND TO STEREOTYPE AMERICAN INDIANS IN THE MINDS OF PRESCHOOL CHILDREN. ALSO INCLUDED ARE INTERVIEWS WITH PARENTS OF PRESCHOOL CHILDREN AND WITH NURSERY SCHOOL TEACHERS, THE RESULTS OF WHICH INDICATE THAT THE PRESCHOOL CHILD IS EXPOSED TO MATERIAL THAT DOES CREATE A NEGATIVE IMAGE OF THE AMERICAN INDIAN. A SELECTED ANNOTATED BIBLIOGRAPHY FOR PRESCHOOL CHILDREN (AGED 2-5) INCLUDES BOOKS WHICH COULD BE EFFECTIVE IN COUNTERACTING THE DETRIMENTAL EFFECTS OF THE STEREOTYPICAL ACTIVITIES PRESENTLY BEING EXPERIENCED BY YOUNG CHILDREN. (LS)

ACCESSION NUMBER: ED051915

PUBLICATION DATE: MAY 71

TITLE: POPULATION, ECOLOGY, AND THE AMERICAN INDIAN: A NATIVE AMERICAN CURRICULUM UNIT FOR MIDDLE AND HIGH SCHOOL. NATAM XII.

PERSONAL AUTHOR: RAVELING, RONALD R.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CONTRACEPTION; CURRICULUM ENRICHMENT; *ECOLOGY; HIGH SCHOOL CURRICULUM; HISTORY; MIDDLE SCHOOLS; *OVERPOPULATION; POLLUTION; *RESOURCE UNITS; *SECONDARY GRADES; SOCIAL STUDIES; TEACHER DEVELOPED MATERIALS; TEACHER IMPROVEMENT; WORLD AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.

AS ONE OF THE UNITS ON NATIVE AMERICANS DEVELOPED BY PUBLIC SCHOOL TEACHERS ENROLLED IN A UNIVERSITY OF MINNESOTA EXTENSION COURSE ON AMERICAN INDIAN EDUCATION, THIS MIDDLE- AND HIGH-SCHOOL UNIT HAS AS ITS OVERALL OBJECTIVE TO ILLUSTRATE 2 CONCEPTS: (1) THE NEED FOR CAREFUL POPULATION PLANNING AND (2) HOW THE AMERICAN INDIAN--A MODEL OF SUCCESSFUL, PRE-WHITE-MAN ADJUSTMENT--WAS FORCED TO BALANCE HIS NUMBERS WITH HIS ENVIRONMENT. THE UNIT PROVIDES INFORMATION PERTAINING TO THE POPULATION EMERGENCY, A STUDENT-ATTITUDE SURVEY RELATED TO POPULATION AND POLLUTION, MATERIAL ON HOW THE AMERICAN INDIAN CIVILIZATION ADJUSTED ITS LIFE-STYLE TO FORESTALL THE SITUATION FACING MODERN MAN, AND A 4-ITEM BIBLIOGRAPHY. GRADE LEVEL PERTINENCE IS LEFT TO THE INDIVIDUAL TEACHER'S DISCRETION. (MJB)

ACCESSION NUMBER: ED051916

PUBLICATION DATE: MAY 71

TITLE: CHIPPEWA INDIANS: A NATIVE AMERICAN CURRICULUM UNIT FOR THE THIRD GRADE. NATAM XIII.

PERSONAL AUTHOR: KOCUR, DARLENE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CURRICULUM ENRICHMENT; *GRADE 3; HISTORY; *RESOURCE UNITS; *SOCIAL STUDIES; *TEACHER DEVELOPED MATERIALS; TEACHER IMPROVEMENT

IDENTIFIER: *CHIPPEWA INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 18P.

THE DOCUMENT REPORTS ON AN EXTENSION COURSE TAKEN IN THE SPRING OF 1970 BY PUBLIC SCHOOL TEACHERS IN THE COLUMBIA HEIGHTS PUBLIC SCHOOL SYSTEM VIA THE UNIVERSITY OF MINNESOTA. THE COURSE, ON AMERICAN INDIAN EDUCATION, INCLUDED THE USUAL ON-CAMPUS REQUIREMENTS, AS WELL AS SEVERAL LECTURES BY GUEST INDIANS. ADDITIONALLY, EACH TEACHER WHO ENROLLED IN THE COURSE FOR CREDIT AUTHORED A CURRICULUM UNIT FOR THE GRADE LEVEL OR SUBJECT AREA IN WHICH HE WAS ACTIVELY TEACHING. AS ONE OF THE UNITS SELECTED FOR DISTRIBUTION, THE MATERIAL PRESENTED IN THE BODY OF THE DOCUMENT IS INTENDED FOR GRADE 3, WITH THE OVERALL OBJECTIVE BEING TO SENSITIZE STUDENTS TO CULTURAL VALUES OF THE CHIPPEWA RESIDENTS OF THE MINNESOTA RESERVATION AS CONTRASTED TO MIDDLE-CLASS URBAN WHITE CULTURE. THE PLAN OF STUDY IN THIS SOCIAL STUDIES UNIT "DOES NOT ATTEMPT TO DELVE TOO DEEPLY INTO THE POLITICAL AND ECONOMIC AREA" BUT PRESENTS IDEAS TO HELP THE CHILD BECOME MORE FULLY AWARE OF A CULTURE DIFFERENT FROM HIS OWN AND TO SET A BASE FOR MORE INVOLVED STUDY OF THE AMERICAN INDIAN IN GRADES 4-6. INCLUDED IN THE UNIT ARE OBJECTIVES, BASIC CONCEPTS TO BE DEVELOPED, LESSON PLANS, LISTS OF AUDIOVISUAL AIDS, AND A BIBLIOGRAPHY. (EL)

ACCESSION NUMBER: ED051917

PUBLICATION DATE: MAY 71

TITLE: SOME SUGGESTIONS FOR LIBRARIANS IN HIGH SCHOOLS WITH NATIVE AMERICAN STUDENTS. NATAM XIV.

PERSONAL AUTHOR: VAUGHAN, JANET E.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CURRICULUM PLANNING; HIGH SCHOOLS; *LIBRARIANS; *LIBRARY PROGRAMS; LIBRARY SERVICES; *SCHOOL LIBRARIES; *STUDENT NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.

INTENDED AS A UNIT FOR LIBRARIANS TO USE IN DEVELOPING AND MAINTAINING A LIBRARY PROGRAM WHICH WILL PROVIDE INFORMATION AND SERVICES REGARDING THE AMERICAN INDIAN, THIS PAPER DISCUSSES THE ROLE AND PROGRAM OF THE HIGH SCHOOL LIBRARY IN PROMOTING INDIAN CULTURE AND CONTRIBUTIONS. THE UNIT IS DESIGNED FOR SCHOOLS WHICH HAVE INDIAN STUDENTS AS WELL AS SCHOOLS NEEDING TO INCORPORATE MINORITY HISTORY AND SENSITIVITY INTO THE TOTAL SCHOOL CURRICULUM. GENERAL OBJECTIVES FOR A LIBRARY PROGRAM, SPECIFIC OBJECTIVES FOR LIBRARY PROGRAMS EMPHASIZING THE AMERICAN INDIAN, SUGGESTIONS FOR LIBRARIANS WORKING WITH INDIAN STUDENTS, AND SUGGESTED CONTRIBUTIONS OF THE LIBRARIAN TO TOTAL CURRICULUM PLANNING ARE PRESENTED. (JH)

ACCESSION NUMBER: ED051918

PUBLICATION DATE: MAY 71

TITLE: CHIPPEWA INDIANS: A NATIVE AMERICAN CURRICULUM UNIT FOR THE FIFTH GRADE. NATAM XV.

PERSONAL AUTHOR: HOLTZ, DOLORES

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CURRICULUM ENRICHMENT; *GRADE 5; HISTORY; *RESOURCE UNITS; SENSITIVITY TRAINING; *SOCIAL STUDIES; *TEACHER DEVELOPED MATERIALS; TEACHER IMPROVEMENT

IDENTIFIER: *CHIPPEWA INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

AS ONE OF THE UNITS ON NATIVE AMERICANS DEVELOPED BY PUBLIC SCHOOL TEACHERS ENROLLED IN A UNIVERSITY OF MINNESOTA EXTENSION COURSE ON AMERICAN INDIAN EDUCATION, THIS GRADE-5 UNIT HAS AS ITS OVERALL OBJECTIVE THE SENSITIZATION OF THE CLASS TO THE CULTURAL VALUES OF MINNESOTA CHIPPEWA INDIANS. INCLUDED IN THE UNIT ARE OBJECTIVES, NEW WORDS, QUESTIONS FOR AN ESSAY TEST, GENERAL ACTIVITIES, ACTIVITIES FOR ACQUIRING EMPATHY, AN EXERCISE ENTITLED "FEELINGS ARE FUNNY," BACKGROUND INFORMATION FOR THE TEACHER, A LIST OF INDIAN CONTRIBUTIONS TO AMERICAN LIFE, AND A BIBLIOGRAPHY. (FL)

78

ACCESSION NUMBER: ED051919

PUBLICATION DATE: MAY 71

TITLE: THE INDIAN'S IDENTIFICATION WITH THE EARTH: A NATIVE AMERICAN CURRICULUM UNIT FOR THE HIGH SCHOOL. NATAM XVI.

PERSONAL AUTHOR: BREENING, NANCY; AND OTHERS

DESCRIPTOR: ADOLESCENTS; *AMERICAN INDIAN CULTURE; CURRICULUM ENRICHMENT; ECOLOGY; *HIGH SCHOOL CURRICULUM; LEGENDS; *LITERATURE; MUSIC; *NATURALISM; *RESOURCE MATERIALS; TEACHER DEVELOPED MATERIALS; TEACHER IMPROVEMENT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.

AS ONE OF THE UNITS ON NATIVE AMERICANS DEVELOPED BY PUBLIC SCHOOL TEACHERS ENROLLED IN A UNIVERSITY OF MINNESOTA EXTENSION COURSE ON AMERICAN INDIAN EDUCATION, THIS UNIT FOR ADOLESCENT WHITE CHILDREN HAS AS ITS CENTRAL THEME THE INDIANS' RELATIONSHIP TO NATURE AS RELATED THROUGH THEIR SONGS, LEGENDS, AND INDIAN-RELATED WRITTEN SELECTIONS. INCLUDED IN THE UNIT ARE OBJECTIVES; NAMES AND SOURCES OF INDIAN LEGENDS, SONGS, AND POETRY WITH RELEVANT DISCUSSION TOPICS AND QUESTIONS; A SUBUNIT ON THE NOVEL "WHEN LEGENDS DIE;" EVALUATION TIPS; AND A BIBLIOGRAPHY. (MJB)

ACCESSION NUMBER: ED051920

PUBLICATION DATE: MAY 71

TITLE: CONTRASTING CHIPPEWA, SIOUX, AND ANGLO VALUES: A NATIVE AMERICAN CURRICULUM UNIT FOR THE SIXTH GRADE. NATAM XVII.

PERSONAL AUTHOR: SPAUNAUS, NANCY

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIAN CULTURE; CURRICULUM ENRICHMENT; *GRADE 6; HISTORY; LESSON PLANS; *RESOURCE UNITS; *SOCIAL STUDIES; *TEACHER DEVELOPED MATERIALS; TEACHER IMPROVEMENT

IDENTIFIER: *CHIPPEWA INDIANS; SIOUX INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.

AS ONE OF THE UNITS ON NATIVE AMERICANS DEVELOPED BY PUBLIC SCHOOL TEACHERS ENROLLED IN A UNIVERSITY OF MINNESOTA EXTENSION COURSE ON AMERICAN INDIAN EDUCATION, THIS GRADE-6 UNIT HAS AS ITS OVERALL OBJECTIVE THE SENSITIZATION OF THE CLASS TO THE CULTURAL VALUES OF THE CHIPPEWA AND SIOUX RESIDENTS OF MINNESOTA RESERVATIONS AS CONTRASTED TO MIDDLE-CLASS URBAN WHITE CULTURE. INCLUDED IN THE UNIT ARE OBJECTIVES, GUIDELINES FOR EVALUATING BOOKS ABOUT AMERICAN INDIANS, ACTIVITIES TO CORRELATE WITH THE UNIT (E.G., WRITING TO AN INDIAN PEN PAL, MAKING INDIAN HANDICRAFTS), LESSON PLANS FOR 14 DAYS, AND A BIBLIOGRAPHY. (EL)

80

ACCESSION NUMBER: ED051922

PUBLICATION DATE: OCT 70

TITLE: INDIAN EDUCATION: JOHNSON-O'MALLEY ACTIVITIES: ANNUAL REPORT, 1969-1970.

PERSONAL AUTHOR: BARLOW, EARL J.; BILLEDEAUX, DWIGHT A.

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIANS; *ANNUAL REPORTS; ATTENDANCE; DROPOUTS; EDUCATIONAL FINANCE; ENROLLMENT; *FEDERAL AID; *HIGHER EDUCATION; PUBLIC EDUCATION; RESERVATIONS (INDIAN); SCHOLARSHIPS; SERVICES; STATE COLLEGES; *STATE DEPARTMENTS OF EDUCATION; TRANSPORTATION; VOCATIONAL COUNSELING

IDENTIFIER: *MONTANA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 84P.

INFORMATION IS GIVEN ON JOHNSON-O'MALLEY FUNDS PROVIDED FOR EDUCATION OF MONTANA'S INDIANS DURING 1969-70. AFTER A SUMMARY OF SUCH JOHNSON-O'MALLEY ACTIVITIES AS PROVISION OF FOSTER HOMES, SPECIAL TRANSPORTATION, AND HOME-SCHOOL LIAISON, EXCERPTS FROM JOHNSON-O'MALLEY PROJECT REPORTS ARE PRESENTED (BY RESERVATION). THE NUMBER OF MONTANA INDIAN HIGH SCHOOL GRADUATES AND NAMES OF INDIAN STUDENTS ATTENDING INSTITUTIONS OF HIGHER EDUCATION THROUGH THE AID OF FEDERAL FUNDS ARE GIVEN. PROGRAMS INVOLVING DEVELOPMENT OF SCHOOL PROGRAMS RELATING TO DRUG ABUSE EDUCATION, THE TEACHER CORPS AND TEACHER AIDE TRAINING, FOLLOW THROUGH, BILINGUAL EDUCATION, AND CAREER OPPORTUNITIES ARE ALSO DISCUSSED. TABLES PROVIDE JOHNSON-O'MALLEY ADMINISTRATIVE EXPENDITURES, INDIAN ENROLLMENT AND ATTENDANCE FIGURES, AND BREAKDOWNS OF FUNDS (BY RESERVATION). IN CONCLUSION, THE REPORT LISTS FUNDS ALLOCATED THROUGH PUBLIC LAW 874 AND THE ELEMENTARY AND SECONDARY EDUCATION ACT, AS WELL AS JOHNSON-O'MALLEY KINDERGARTEN, SUMMER WORKSHOP, AND HIGHER EDUCATION FUNDS. RELATED DOCUMENTS ARE ED 041 651 AND ED 041 653. (EL)

ACCESSION NUMBER: ED051923

PUBLICATION DATE: SEP 67

TITLE: CHARTERS, CONSTITUTIONS AND BY-LAWS OF THE INDIAN TRIBES OF NORTH AMERICA. PART IIA: THE NORTHERN PLAINS. OCCASIONAL PUBLICATIONS IN ANTHROPOLOGY, ETHNOLOGY SERIES, NO. 3.

PERSONAL AUTHOR: FAY, GEORGE E., COMP.

DESCRIPTOR: *ADMINISTRATIVE POLICY; *AMERICAN INDIANS; *GOVERNMENTAL STRUCTURE; *LAWS; *LEGAL RESPONSIBILITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 147P.

PART IIA OF A SERIES OF PUBLICATIONS CONSISTING OF AMERICAN INDIAN TRIBAL GOVERNMENTAL DOCUMENTS, THIS VOLUME CONTAINS CHARTERS, CONSTITUTIONS, AND BY-LAWS OF INDIAN TRIBES IN THE NORTHERN PLAINS (MONTANA AND NORTH DAKOTA). DOCUMENTS ARE PRESENTED RELATIVE TO THE ASSINIBOINE AND SIOUX TRIBES OF THE FORT PECK RESERVATION, THE BLACKFEET TRIBE OF THE BLACKFEET RESERVATION, THE CHIPPEWA CREE TRIBE OF THE ROCKY BOY'S RESERVATION, THE NORTHERN CHEYENNE TRIBE OF THE TONGUE RIVER RESERVATION, THE CONFEDERATED SALISH AND KOOTENAI TRIBES OF THE FLATHEAD RESERVATION, THE FORT BELKNAP INDIAN COMMUNITY, AND THE CROW TRIBE--ALL IN MONTANA--AND THE TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS, THE DEVILS LAKE SIOUX TRIBE, AND THE THREE AFFILIATED TRIBES OF THE FORT BERTHOLD RESERVATION (ARIKARA, GROS VENTRE, AND MANDAN)--ALL IN NORTH DAKOTA. MAPS SHOWING LOCATIONS OF INDIAN RESERVATIONS IN MONTANA AND NORTH DAKOTA ARE INCLUDED. (JH)

AVAILABILITY: MUSEUM OF ANTHROPOLOGY, UNIVERSITY OF NORTHERN COLORADO, GREELEY, COLORADO 80631 ($2.00)

ACCESSION NUMBER: ED051925

PUBLICATION DATE: 28 APR 71

TITLE: STATEMENT ON INDIAN EDUCATION.

PERSONAL AUTHOR: MARLAND, SIDNEY P., JR.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; CAREER OPPORTUNITIES; COMMUNITY INVOLVEMENT; CULTURAL DIFFERENCES; *EDUCATION; EDUCATIONAL DEVELOPMENT; EDUCATIONAL DISADVANTAGEMENT; *FEDERAL PROGRAMS; LANGUAGE; LEGISLATION; *POLICY FORMATION; *PUBLIC SCHOOLS; TEACHER RESPONSIBILITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.; STATEMENT PRESENTED TO THE SUBCOMMITTEE ON EDUCATION, COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, APRIL 28, 1971

IN A DISCUSSION OF THE PROBLEMS OF AMERICAN INDIAN EDUCATION IN THE UNITED STATES, THE U.S. COMMISSIONER OF EDUCATION POINTS OUT THAT INADEQUACIES OF THE PRESENT PUBLIC EDUCATIONAL SYSTEM HAVE RESULTED IN A DEPLORABLE SITUATION FOR THE FIRST AMERICANS. OF CONCERN IS THE NEED FOR DEVELOPMENT OF A MULTILINGUAL, CROSS-CULTURAL APPROACH TO TEACHING IN A CURRICULUM WHICH IS SENSITIVE TO CULTURAL DIVERSITY. EFFORTS OF THE OFFICE OF EDUCATION (OE) TO AID THE EDUCATIONALLY DISADVANTAGED THROUGH COMPENSATORY PROGRAMS AND TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT ARE EXAMINED, AND A STRATEGY IS PROPOSED CONCERNING THE MOST EFFECTIVE USE OF OE RESOURCES IN PURSUIT OF QUALITY EDUCATION AND INVOLVEMENT OF INDIANS IN THEIR EDUCATIONAL PROGRAMS. TO INTENSIFY THE ASSISTANCE TO THE INDIANS IN THEIR EDUCATIONAL ENDEAVORS, THE FOLLOWING ARE DISCUSSED: (1) THE HIGHER EDUCATION OPPORTUNITY ACT, (2) THE EMERGENCY SCHOOL ASSISTANCE AND QUALITY INTEGRATED EDUCATION ACT, (3) THE NATIONAL INSTITUTE OF EDUCATION, AND (4) THE EDUCATION REVENUE SHARING BILL. IN CONCLUSION, THE COMMISSIONER SUGGESTS A NEW COMMITMENT TO A NEW INDIAN EDUCATION POLICY WHICH WOULD PROVIDE INDIANS WITH A MORE EQUAL EDUCATIONAL OPPORTUNITY. (EL)

ACCESSION NUMBER: ED051929

PUBLICATION DATE: 70

TITLE: INDIAN EDUCATION IN IDAHO. ANNUAL REPORT 1969-1970.

DESCRIPTOR: ACHIEVEMENT; ADMINISTRATION; *AMERICAN INDIANS; *ANNUAL REPORTS; ATTENDANCE; *EDUCATION; EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL DISADVANTAGEMENT; ENROLLMENT; EXPENDITURES; *FEDERAL AID; LUNCH PROGRAMS; PUBLIC EDUCATION; *STATE DEPARTMENTS OF EDUCATION; STATE FEDERAL SUPPORT; TRANSPORTATION; VOCATIONAL COUNSELING

IDENTIFIER: *JOHNSON O MALLEY ACT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 67P.

THE 1969-1970 REPORT TO THE BUREAU OF INDIAN AFFAIRS CONTAINS INFORMATION RELATIVE TO THE CONTRACT OF THE STATE OF IDAHO WITH THE UNITED STATES GOVERNMENT FOR JOHNSON-O'MALLEY (JOM) FUNDS TO EDUCATE THE AMERICAN INDIANS IN IDAHO. THE FINANCIAL AND STATISTICAL FIGURES ARE FROM INFORMATION PRESENTED BY THE 14 SCHOOL DISTRICTS AND FROM FILES OF THE IDAHO STATE DEPARTMENT OF EDUCATION. THE DOCUMENT INCLUDES A REPORT OF ACTIVITIES OF INDIAN STUDENTS FROM EACH OF THE SCHOOL DISTRICTS THAT HAVE RECEIVED JOM ASSISTANCE FUNDS. BLACK-AND-WHITE PHOTOGRAPHS OF GRADUATING INDIAN STUDENTS AND OF OTHER SCHOOL ACTIVITIES ARE INCLUDED. STATISTICS REGARDING THE JOM FINANCIAL REPORT FOR ALL 14 SCHOOL DISTRICTS ARE INCLUDED IN THE AREAS OF ENROLLMENT AND ATTENDANCE, STUDENTS TRANSPORTED, AND SCHOOL LUNCHES. A SUMMARY OF COUNTY AND DISTRICT TAX LEVIES IS APPENDED. (EL)

84

ACCESSION NUMBER: ED051936

PUBLICATION DATE: 13 MAR 71

TITLE: WHO AM I?

PERSONAL AUTHOR: FERREE, ROBERT F.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; CAUCASIANS; *COLLEGE CURRICULUM; CREATIVE WRITING; CULTURAL FACTORS; *EDUCATIONAL DISADVANTAGEMENT; *HIGHER EDUCATION; LANGUAGE; MATHEMATICS; *NEGROES; PREDICTION; READING SKILLS; RELIGION; SCIENCES; TRANSFER STUDENTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 60P.

THE REPORT ENCOMPASSES A JOINT STUDENT-FACULTY 2-YEAR PROJECT (FUNDED UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT) CONDUCTED IN AN EFFORT TO DECREASE PROBLEMS OF THE EDUCATIONALLY HANDICAPPED STUDENTS COMING TO BACONE COLLEGE. IN BETTER PREPARING THE STUDENT WITH LOW ACT SCORES FOR COLLEGE LEVEL WORK, SPECIALIZED OR MODIFIED COURSES WERE OFFERED IN FRESHMAN ENGLISH AND MATHEMATICS AS WELL AS IN CORE COURSES. IN FURTHERING THE COLLEGE PROGRAM TO RELATE TO THE UNIQUE STUDENT BODY THAT CONSISTED OF NEGRO, CAUCASIAN, AND AMERICAN INDIAN STUDENTS, A "PHILOSOPHICAL CORE THEME" CONCEPT OF CLASS ORGANIZATION WAS IMPLEMENTED. UNITS WITHIN THE CORE CONCEPT INCLUDED DISCOVERING WHO I AM, I PARTICIPATE IN SOCIETY, UNDERSTANDING MYSELF, MATH-SCIENCE FOR ME, MY RIGHT TO READ, PERSONALITY THROUGH SPEECH, I COMPETE WITH MYSELF, DEVELOPING MY LANGUAGE TOOLS, AND WRITING FOR MY NOW AND MY FUTURE. DESCRIPTIONS OF THESE UNITS, PROJECTIONS FOR CONTINUED DEVELOPMENT OF BACONE'S PROGRAM, AND COMMENTS BY FORMER BACONE STUDENTS ARE PRESENTED IN THE DOCUMENT, AS WELL AS RESULTS OF A FOLLOW-UP STUDY OF 51 BACONE STUDENTS WHO TRANSFERRED TO NORTHEASTERN STATE COLLEGE. AS A RESULT OF THE FOLLOW-UP, CONDUCTED TO DETERMINE WHETHER GRADES EARNED AT BACONE COULD BE USED TO INDICATE A STUDENT'S ABILITY TO DO COLLEGE WORK ELSEWHERE, IT IS BELIEVED THAT STUDENTS FROM BACONE CAN DO COLLEGE WORK IN OTHER INSTITUTIONS. (EL)

ACCESSION NUMBER: ED051937

PUBLICATION DATE: JAN 68

TITLE: REVIEW OF EDUCATIONAL ACTIVITIES, BUREAU OF INDIAN AFFAIRS, PART I.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; BUS TRANSPORTATION; COST EFFECTIVENESS; *EDUCATIONAL ACCOUNTABILITY; *EDUCATIONAL FINANCE; *EVALUATION; EXPENDITURES; *FINANCIAL POLICY; FOOD SERVICE; OPERATING EXPENSES; REPORTS; SURVEYS; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 87P.

THE DOCUMENT REPORTS AN AUDIT REVIEW MADE OF EDUCATIONAL ACTIVITIES WITHIN THE BUREAU OF INDIAN AFFAIRS (BIA) AREA OFFICES IN ANADARKO AND MUSKOGEE, OKLAHOMA; GALLUP, NEW MEXICO; JUNEAU, ALASKA; AND PHONENIX, ARIZONA. THE FIELD WORK, COMPLETED IN 1967, WAS DESIGNED TO (1) COMPILE FINANCIAL INFORMATION TO CORRELATE WITH MEASURES OF OUTPUT, (2) IDENTIFY AND DETERMINE REASONS FOR DIFFERENCES IN UNIT COSTS BETWEEN GEOGRAPHICAL AREAS AND ACCOUNTING PERIODS, (3) ASSESS RELIABILITY OF THE BIA'S FINANCIAL RECORDS, AND (4) APPRAISE THE EFFECTIVENESS OF THE BIA'S FINANCIAL INFORMATION IN MEETING MANAGEMENT NEEDS. AVAILABLE INFORMATION USED INCLUDED THE FISCAL YEARS 1960 THROUGH 1965. THE REVIEW PRINCIPALLY FOCUSED UPON EFFECTIVENESS OF THE FINANCIAL INFORMATION SYSTEM, FEEDING COSTS, GUIDANCE AND DORMITORY OPERATION COSTS, SCHOOL BUS AND BIANNUAL TRANSPORTATION COSTS, PLANT OPERATIONS AND MAINTENANCE COSTS, AND LAUNDRY EXPENSES INCURRED BY BIA SCHOOLS. ALSO REVIEWED WERE ASSISTANCE TO INDIAN PUPILS IN NON-FEDERAL SCHOOLS; SCHOOL MANAGEMENT, INSTRUCTION, AND PROGRAM DIRECTION; AND SUMMER PROGRAMS AND ADULT EDUCATION PROGRAMS. RECOMMENDATIONS FOR IMPROVEMENT IN FINANCIAL MANAGEMENT BY THE BIA ARE INCLUDED IN THE REPORT, AS WELL AS 22 TREND CHARTS AND SCHEDULES WITH NARRATIVE DESIGNED TO FOCUS ON PRINCIPAL RESULTS OF THE REVIEW. (EL)

ACCESSION NUMBER: ED051938

PUBLICATION DATE: MAR 65

TITLE: STUDY OF VOLUNTARY SCHOOL DROPOUTS IN THE LAKELAND UNION HIGH SCHOOL DISTRICT.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *CULTURAL FACTORS; CULTURE CONFLICT; *DISADVANTAGED YOUTH; *DROPOUTS; EMPLOYMENT; PARENT ATTITUDES; *RURAL YOUTH; SOCIAL ADJUSTMENT; SOCIOECONOMIC STATUS; TESTING

IDENTIFIER: WISCONSIN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 98P.

CONDUCTED IN 1965 BY THE WISCONSIN DEPARTMENT OF PUBLIC WELFARE, THIS STUDY SOUGHT TO (1) BRING ABOUT A BETTER UNDERSTANDING OF THE SCHOOL DROPOUT, (2) DETERMINE MAJOR DROPOUT CAUSES, AND (3) IDENTIFY DIFFICULTIES AND ACHIEVEMENTS OF DROPOUTS IN THE LAKELAND UNION HIGH SCHOOL, WISCONSIN. UTILIZING A CONTROL GROUP OF 100 STUDENTS SELECTED ON THE BASIS OF SEX, PARENT OCCUPATION, GEOGRAPHICAL LOCATION OF HOME, AND RACE (INDIAN OR ANGLO)--ALL OF WHICH CORRESPONDED WITH THE DROPOUT GROUP--IT WAS ESTABLISHED THROUGH INTERVIEW THAT POVERTY AND THE ACCOMPANYING CULTURAL TRAITS CONTRIBUTED MOST HEAVILY TO A STUDENT'S DROPPING OUT. THE POVERTY GROUP" WAS CHARACTERIZED BY (1) HOSTILITY TOWARD THE COMMUNITY AND ITS POWER STRUCTURE, (2) DEPENDENCY UPON WELFARE, AND (3) "TODAY" BEING THE ONLY REAL ENTITY IN TIME. THE NON-POVERTY GROUP SHOWED THE ATTITUDES OF REJECTION AS WELL AS PATERNALISM TOWARD THE POVERTY GROUP. LACK OF LEADERSHIP ABILITY AND LACK OF PARTICIPATION IN EXTRACURRICULAR ACTIVITIES, NEGATIVE OR NON-CARING ATTITUDES BY PARENTS, LACK OF ACADEMIC ACHIEVEMENT, AND LACK OF PERIODICALS IN THE HOME ALL CORRELATED POSITIVELY TO DROPOUTS. THIS STUDY ALSO POINTED OUT THAT INDIAN DROPOUTS MAY BE RUNNING FROM CULTURAL CONFLICT IN THE SOCIETY, IN INSTRUCTIONAL ASSUMPTIONS, AND IN VALUE JUDGMENTS OF THE SCHOOL. AN APPENDIX SHOWING THE AGE AT WITHDRAWAL (BY MONTH) AND AGE-SEX DISTRIBUTION OF THE POPULATIONS IN 10 DISTRICT TOWNS IS INCLUDED, ALONG WITH SURVEY INSTRUMENTS AND A BIBLIOGRAPHY. (MJB)

ACCESSION NUMBER: ED051940

PUBLICATION DATE: JUN 71

TITLE: U. S. AND CANADIAN INDIAN PERIODICALS.

PERSONAL AUTHOR: PRICE, JOHN

DESCRIPTOR: *AMERICAN INDIANS; BOOKS; *COMMUNICATIONS; CULTURAL ENRICHMENT; CURRENT EVENTS; DIRECTORIES; EDUCATION; LITERATURE; NEWSLETTERS; *NEWSPAPERS; *PERIODICALS; *PUBLICATIONS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 22P.

THE DOCUMENT LISTS AND DISCUSSES INDIAN-PUBLISHED AND INDIAN-ORIENTED NEWSPAPERS, PERIODICALS, AND OTHER ASSORTED PUBLICATIONS GENERALLY DESIGNED TO ESTABLISH A COMMUNICATION SYSTEM REFLECTING THE INTEREST OF THE MAJORITY OF AMERICAN INDIANS. ALSO PROVIDED ARE RESUMES OF SEVERAL PUBLICATIONS THAT ARE THOUGHT TO HAVE GAINED WIDE ACCEPTANCE THROUGH INDIAN READERSHIP. THE LIST OF 113 PERIODICALS, BY INDIAN GROUPS IN CANADA AND UNITED STATES, INCLUDES PUBLISHERS' ADDRESSES. (EL)

ACCESSION NUMBER: ED051945

PUBLICATION DATE: 71

TITLE: TRIBAL DIRECTORY.

DESCRIPTOR: ADVISORY COMMITTEES; *AMERICAN INDIANS; *DIRECTORIES; *ORGANIZATIONS (GROUPS); *RESERVATIONS (INDIAN); RURAL AREAS; *SERVICES; TRIBES

IDENTIFIER: *ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 72P.

INCLUDED IN THIS 11TH ANNUAL TRIBAL DIRECTORY IS INFORMATION ON THE AMERICAN INDIAN RESERVATIONS IN ARIZONA, ALONG WITH THEIR POPULATIONS AND TRIBAL LEADERS. NAMES OF ARIZONA COMMISSION OF INDIAN AFFAIRS ADVISORY COMMITTEE MEMBERS AND BUREAU OF INDIAN AFFAIRS AREA OFFICERS ARE ALSO INCLUDED, AS ARE NAMES AND ADDRESSES OF PERSONNEL IN OTHER STATE AND FEDERAL AGENCIES WHICH WORK WITH INDIAN PEOPLE. THE TABLE OF CONTENTS PROVIDES AN INDEX FOR LOCATING SERVICES IN SUCH AREAS AS EMPLOYMENT, EDUCATION, LAW AND ORDER, WELFARE, RECREATION, AND HEALTH. (LS)

ACCESSION NUMBER: ED051946

PUBLICATION DATE: 15 APR 70

TITLE: 1970 INTER-AGENCY EMPLOYMENT MEETING (NAVAJO).

DESCRIPTOR: *AMERICAN INDIANS; *ECONOMIC FACTORS; *EDUCATION; *EMPLOYMENT PROBLEMS; HEALTH; HOUSING; *SERVICES; STATE FEDERAL AID

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.

THE DOCUMENT PROVIDES NAMES OF PARTICIPANTS, A MEETING AGENDA, AND A RECORD OF PROCEEDINGS OF THE INTER-AGENCY EMPLOYMENT MEETING HELD IN WINDOW ROCK, ARIZONA, ON APRIL 15, 1970. REPRESENTATIVES OF VARIOUS AGENCIES CONCERNED WITH THE PROBLEM OF NAVAJO INDIAN EMPLOYMENT (E.G., THE ARIZONA STATE EMPLOYMENT COMMISSION, BUREAU OF INDIAN AFFAIRS, AND NAVAJO TRIBE) DISCUSSED SUCH PROBLEMS AS EMPLOYMENT, HEALTH, EDUCATION, HOUSING, AND INDUSTRY ON THE NAVAJO RESERVATION. (EL)

ACCESSION NUMBER: ED051947

PUBLICATION DATE: 22 JAN 70

TITLE: "1970" INTER-AGENCY HEALTH MEETING (NAVAJO).

DESCRIPTOR: *AMERICAN INDIANS; CHILD CARE; COMMUNICABLE DISEASES; DISEASE CONTROL; *HEALTH; HOUSING; *INTERAGENCY PLANNING; *MEDICAL SERVICES; PROGRAMS; SCHOOL HEALTH SERVICES; *SERVICES

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.; REPORT ON 1970 INTER-AGENCY HEALTH MEETING (NAVAJO), PHOENIX, ARIZONA, JANUARY 22, 1970

AN INTER-AGENCY HEALTH MEETING REGARDING HEALTH SERVICES FOR NAVAJO INDIANS IS REPORTED ON IN THIS DOCUMENT. THE MEETING, SPONSORED BY THE ARIZONA COMMISSION OF INDIAN AFFAIRS, INVOLVED AGENCIES SUCH AS THE U.S. PUBLIC HEALTH SERVICE, BUREAU OF INDIAN AFFAIRS, AND THE NAVAJO TRIBE. INCLUDED IN THE PROCEEDINGS ARE REPORTS AND REMARKS BY PARTICIPANTS ON TOPICS SUCH AS TUBERCULOSIS CONTROL, ENVIRONMENTAL HEALTH, HOUSING, HEALTH SERVICES TO SCHOOLS, MATERNAL AND CHILD HEALTH, THE EYE-GLASSES PROGRAM, MIGRANT HEALTH PROBLEMS, AND REPORTABLE DISEASE REQUIREMENTS. THE DOCUMENT CONCLUDES WITH RECOMMENDATIONS FOR TRAINING PROGRAMS AND OTHER SERVICES. APPENDED IS A SUMMARY OF NAVAJO INDIAN HEALTH PROGRAMS WITH PLANS FOR FUTURE ACTION. (EL)

ACCESSION NUMBER: ED051949

PUBLICATION DATE: JUN 71

TITLE: AN EXAMINATION OF THE 1968-1969 URBAN INDIAN HEARINGS HELD BY THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY. PART I: EDUCATION.

PERSONAL AUTHOR: WOODS, RICHARD G.; HARKINS, ARTHUR M.

DESCRIPTOR: *AMERICAN INDIANS; DROPOUT RATE; *EDUCATIONAL PROBLEMS; EDUCATIONAL RESOURCES; *GUIDANCE COUNSELING; LANGUAGE; *PARTICIPATION; TEACHER QUALIFICATIONS; *URBAN AREAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 78P.

A LARGE AMOUNT OF DISCUSSION DURING THE HEARINGS OF THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY DURING ITS 1968-69 VISITS TO 5 MAJOR CITIES WAS CONCERNED WITH EDUCATION. THIS REPORT ORGANIZES THE URBAN INDIAN CONCERNS AND CHARACTERISTICS ABOUT EDUCATION EVIDENCED DURING THE HEARINGS. MUCH IS INCLUDED IN THE WAY OF DIRECT QUOTATIONS FROM INDIAN WITNESSES. DISCUSSED IN THE DOCUMENT ARE AREAS OF CONCERN IN INDIAN EDUCATION, SUCH AS THE HIGH DROPOUT RATE, COUNSELING AND GUIDANCE, INADEQUACY OF RESOURCES, TEACHERS OF INDIAN CHILDREN, INDIAN INVOLVEMENT IN EDUCATION, AND THE LANGUAGE PROBLEM. ACTION RECOMMENDATIONS FOR INDIAN EDUCATION PRESENTED DURING THE HEARINGS ARE REPRODUCED IN FULL IN THE APPENDIX TO THIS REPORT. (JH)

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ACCESSION NUMBER: ED051950

PUBLICATION DATE: JUL 71

TITLE: AN EXAMINATION OF THE 1968-1969 URBAN INDIAN HEARINGS HELD BY THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY. PART II: INTERRACIAL ASPECTS.

PERSONAL AUTHOR: WOODS, RICHARD G.; HARKINS, ARTHUR M.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURE CONFLICT; EMPLOYMENT PROBLEMS; *INTERGROUP RELATIONS; INTERPERSONAL RELATIONSHIP; LEGAL PROBLEMS; POVERTY PROGRAMS; *RACIAL ATTITUDES; SOCIAL SERVICES; *URBAN AREAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 65P.

WITH A VIEW TOWARD STIMULATING REMEDIAL FEDERAL GOVERNMENT AND LOCAL COMMUNITY ACTION, THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY HELD HEARINGS ON PROBLEMS OF URBAN AMERICAN INDIANS DURING 1968 AND 1969 IN 5 MAJOR CITIES. THIS REPORT ORGANIZES THE INTERRACIAL ASPECTS OF URBAN INDIAN CONCERNS EVIDENCED DURING THE HEARINGS. MUCH IS INCLUDED IN THE WAY OF DIRECT QUOTATIONS FROM INDIAN WITNESSES. INDIAN-WHITE RELATIONSHIPS, INDIAN-BLACK RELATIONSHIPS, LEGAL AND SOCIAL SERVICES, EMPLOYMENT DIFFICULTIES, AND POVERTY PROGRAMS ARE AMONG THE AREAS OF CONCERN DISCUSSED IN THE DOCUMENT. (JH)

ACCESSION NUMBER: ED051957

PUBLICATION DATE: MAR 70

TITLE: THE ATTITUDES AND BELIEFS OF TEACHERS CONCERNING THE EDUCATION OF AMERICAN INDIAN CHILDREN IN THE SOUTHWEST. AMERICAN INDIAN EDUCATION PAPERS, NO. 1.

PERSONAL AUTHOR: SMITH, WALDRON P.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL PROBLEMS; *INTERVIEWS; PARENT PARTICIPATION; *STUDENT CHARACTERISTICS; *TEACHER ATTITUDES; TEACHER CHARACTERISTICS; TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

INTERVIEWS WITH 15 GROUPS OF TEACHERS IN ARIZONA AND NEW MEXICO, REPRESENTING 10 SCHOOLS SERVING PREDOMINANTLY INDIAN CHILDREN ON OR NEAR THE PERIPHERY OF INDIAN RESERVATIONS, ARE SUMMARIZED IN THIS REPORT. MAJOR AREAS DISCUSSED ARE TEACHER ATTITUDES TOWARD METHODS OF TEACHING INDIAN STUDENTS AND TOWARD INDIAN CONTROL OF SCHOOLS, AS WELL AS TEACHER BELIEFS CONCERNING CHARACTERISTICS OF (1) INDIAN STUDENTS, (2) INDIAN PARENTS, AND (3) TEACHERS OF INDIAN CHILDREN. MAJOR PROBLEMS IDENTIFIED BY TEACHERS ARE THE LACK OF COMPETENCE IN ENGLISH AMONG INDIAN STUDENTS AND THE LACK OF PARENTAL INTEREST IN THE SCHOOLS. IT IS CONCLUDED THAT THE EDUCATION OF AMERICAN INDIAN CHILDREN IN THE SOUTHWEST IS RIGID AND INFLEXIBLE, THAT CLASSROOMS ARE ALMOST TOTALLY LACKING IN LOCAL MATERIALS, AND THAT SCHOOLS SEEM UNWILLING TO MAKE ANY CONCESSIONS TO ENLIST THE ENTHUSIASM OR INTEREST OF THE INDIAN COMMUNITY IN THE EDUCATION OF THEIR CHILDREN. (JH)

94

ACCESSION NUMBER: ED051958

PUBLICATION DATE: DEC 70

TITLE: THE NAVAJO BORDERTOWN DORMITORY IN FLAGSTAFF, ARIZONA. AMERICAN INDIAN EDUCATION PAPERS, NO. 4.

PERSONAL AUTHOR: CHILCOTT, JOHN H.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; CULTURAL FACTORS; *DORMITORIES; ELEMENTARY SCHOOL STUDENTS; OBJECTIVES; *PROGRAM EVALUATION; RESEARCH; SECONDARY SCHOOL STUDENTS; *SECOND LANGUAGE LEARNING; SEX DIFFERENCES; TEACHER ATTITUDES

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 141P.

PURPOSES OF THIS STUDY OF THE BORDERTOWN DORMITORY PROGRAM WERE (1) TO PROVIDE A DESCRIPTION OF THE SOCIAL SITUATION AS IT EXISTED IN 1963 AND 1968 AS PERCEIVED BY THE TEACHERS, STUDENTS, DORMITORY AIDES, AND PARENTS; (2) TO ASCERTAIN THE PATTERNS, IF ANY, ARISING WITHIN INDIVIDUAL VARIATIONS, RESULTING IN GROUP PERCEPTIONS RATHER THAN INDIVIDUAL PERCEPTIONS; AND (3) TO DEVELOP A SET OF CRITERIA FOR ASSESSING THE DORMITORY PROGRAM. DATA COLLECTION WAS ACCOMPLISHED USING PERSONAL INTERVIEWS, CLASSROOM AND PLAYGROUND OBSERVATIONS, SOCIOGRAMS, STANDARDIZED TESTS, AND INFORMAL CONVERSATION. IN ADDITION, 71 STUDENT CASE STUDIES FROM THE 1963 SAMPLE AND 42 STUDENT CASE STUDIES FROM THE 1968 SAMPLE WERE USED TO SUPPLEMENT INFORMATION OBTAINED FROM 15 MEMBERS OF THE DORMITORY STAFF, 2 SCHOOL BOARD MEMBERS, 10 ADMINISTRATORS, 54 TEACHERS, 21 ANGLO STUDENTS, AND THE PARENTS OR RELATIVES OF 26 NAVAJO CHILDREN. IT WAS CONCLUDED THAT, IN SPITE OF AN INADEQUATE GOAL ORIENTATION, THE FLAGSTAFF DORMITORY PROGRAM ENJOYED MUCH SUCCESS, AS EVIDENCED BY THE STUDENT, PARENT, AND TEACHER REACTIONS TO IT. (LS)

ACCESSION NUMBER: ED052080

PUBLICATION DATE: 68

TITLE: FAMILIES AROUND THE WORLD. THE HOPI FAMILY. TEACHER'S RESOURCE UNIT.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; COMMUNITY STUDY; CONCEPT TEACHING; *CURRICULUM GUIDES; ELEMENTARY GRADES; *ETHNIC STUDIES; *FAMILY (SOCIOLOGICAL UNIT); FAMILY ROLE; GRADE 1; HUMAN GEOGRAPHY; HUMAN RELATIONS UNITS; INTERGROUP EDUCATION; MINORITY GROUPS; RESOURCE GUIDES; *SOCIAL STUDIES UNITS; SOCIAL SYSTEMS; SOCIOCULTURAL PATTERNS

IDENTIFIER: ARIZONA; *HOPI INDIANS; VALUES EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 108P.

THIS TEACHING GUIDE OUTLINES ONE OF FOUR UNITS PREPARED FOR GRADE 1 ON THE THEME FAMILIES AROUND THE WORLD. BACKGROUND INFORMATION ON THE HOPI INDIANS OF NORTHEASTERN ARIZONA IS GIVEN COVERING GEOGRAPHIC SITE, HOPI CULTURAL ENVIRONMENT, ECOLOGY, SOCIAL STRUCTURE OF THE FAMILY, BEHAVIORAL CONCEPTS, CHANGES IN HOPI LIFE, AND A TYPICAL DAY DESCRIPTION. CONCEPTS, GENERALIZATIONS, SKILLS, AND ATTITUDES TO BE DEVELOPED ARE DEFINED IN AN OUTLINE OF OBJECTIVES. CONTENT IS DIVIDED INTO 56 TEACHING STRATEGIES AND SOME EVALUATIVE ACTIVITIES ARE ALSO PRESENTED IN THE USUAL SERIES FORMAT. INSTRUCTIONAL MEDIA TO BE USED ARE LISTED. PUPIL MATERIALS ARE INCLUDED IN APPENDICES, SUCH AS INFORMATION SUMMARIES ON HOPI SYMBOLS AND CALENDAR, ART AND CRAFTS PROJECTS, STORIES OF FAMILY AND CULTURAL ENVIRONMENT, AND MAPS. THE TOTAL UNIT SEQUENCE FOR GRADES 1 AND 2 IS EXPLAINED IN SO 001 287; OTHER TEACHING GUIDES IN THIS SERIES FOR ELEMENTARY GRADES ARE SO 001 275 THROUGH SO 001 286. (AUTHOR/JSB)

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ACCESSION NUMBER: ED052081

PUBLICATION DATE: 68

TITLE: FAMILIES AROUND THE WORLD. THE QUECHUA FAMILY OF PERU. TEACHER'S RESOURCE UNIT.

DESCRIPTOR: AMERICAN HISTORY; *AMERICAN INDIANS; COMMUNITY STUDY; CONCEPT TEACHING; *CROSS CULTURAL STUDIES; *CURRICULUM GUIDES; ETHNIC STUDIES; *FAMILY (SOCIOLOGICAL UNIT); FAMILY ROLE; GRADE 1; HUMAN GEOGRAPHY; HUMAN RELATIONS UNITS; QUECHUA; RESOURCE GUIDES; RURAL ENVIRONMENT; *SOCIAL STUDIES UNITS; SOCIAL SYSTEMS; SOCIOCULTURAL PATTERNS; SOCIOECONOMIC INFLUENCES

IDENTIFIER: ANDES; INCAS; LATIN AMERICA; *PERU; SOUTH AMERICA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 141P.

THIS RESOURCE GUIDE OUTLINES ONE OF FOUR UNITS DESIGNED FOR GRADE 1. SOME BACKGROUND MATERIAL ON THE QUECHA SPEAKING INDIANS OF PERU, BOLIVIA, AND ECUADOR IS PRESENTED FOR THE TEACHER ON THE FAMILY STRUCTURE AND THE ECONOMY, EMPHASIZING SUBSISTENCE, TECHNOLOGY, CLOTHING, DIVISION OF LABOR, AND SEXUAL DIFFERENTIATION OF LABOR. MAJOR CONCEPTS GENERALIZATIONS, SKILLS, AND ATTITUDES TO BE DEVELOPED ARE OUTLINED IN THE USUAL SERIES FORMAT. COURSE CONTENT IS DIVIDED INTO 72 TEACHING STRATEGIES AND INSTRUCTIONAL MATERIALS TO BE USED FOR EACH ACTIVITY ARE LISTED. APPENDICES INCLUDE MANY PUPIL MATERIALS, SUCH AS MAPS, GEOGRAPHY AND ART ACTIVITY WORKSHEETS, INFORMATION SUMMARIES, AND STORIES DESCRIBING FAMILY AND CULTURAL SETTING. SO 001 287 OUTLINES THE TOTAL UNIT SEQUENCE FOR GRADES 1 AND 2; OTHER RELATED GUIDES IN THE SERIES ARE SO 001 275 THROUGH SO 001 287. (AUTHOR/JSB)

ACCESSION NUMBER: ED052180

PUBLICATION DATE: APR 71

TITLE: SOUTHWESTERN LITERATURE AND CULTURE IN THE ENGLISH CLASSROOM.

PERSONAL AUTHOR: DONELSON, KENNETH, ED.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; *ETHNIC GROUPS; *FOLK CULTURE; *LITERATURE; LITERATURE REVIEWS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 122P.

PAPERS CONCERNING THE SOUTHWEST INDIANS AS TO FOLKLORE, CUSTOMS, LITERATURE, ETHNIC GROUPS, CULTURAL SIMILARITIES, READING LISTS, AND PILGRIMAGES MAKE UP THIS ISSUE OF THE ARIZONA ENGLISH BULLETIN. (DB)

AVAILABILITY: KEN DONELSON, ED., ARIZONA ENGLISH BULLETIN, ENGLISH DEPT., ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281 ($1.50); NATIONAL COUNCIL OF TEACHERS OF ENGLISH, ORDER DEPT., 1111 KENYON ROAD, URBANA, ILL. 61801 (STOCK NO. 38257, $1.50)

JOURNAL CITATION: ARIZONA ENGLISH BULLETIN; V13 N3 P1-118 APR 1971

ACCESSION NUMBER: ED052667

PUBLICATION DATE: 71

TITLE: NORMING TESTS OF ESL AMONG AMERINDIAN CHILDREN.

PERSONAL AUTHOR: BRIERE, EUGENE J.; BROWN, RICHARD H.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; EDUCATIONAL DIAGNOSIS; ELEMENTARY SCHOOLS; *ELEMENTARY SCHOOL STUDENTS; *ENGLISH (SECOND LANGUAGE); ETHNIC GROUPS; INTENSIVE LANGUAGE COURSES; LANGUAGE CLASSIFICATION; LANGUAGE INSTRUCTION; LANGUAGE PROFICIENCY; *LANGUAGE TESTS; RESERVATIONS (INDIAN); SECOND LANGUAGE LEARNING; *STUDENT EVALUATION; TESTING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.; REVISED VERSION OF A PAPER PRESENTED AT THE FIFTH ANNUAL TESOL CONVENTION, NEW ORLEANS, LA., MARCH 7, 1971

THIS PAPER DESCRIBES THE ACTIVITIES TO DEVELOP NORMS FOR THE INTERPRETATION OF TESTS DESIGNED TO INDICATE PROFICIENCY IN ENGLISH FOR AMERINDIAN CHILDREN ATTENDING GRADES 3 THROUGH 6 IN THE BUREAU OF INDIAN AFFAIRS' SCHOOLS. THE OBJECTIVES OF THE TEST BATTERY ARE DESCRIBED. THE FIRST IS TO IDENTIFY THE AMERINDIAN CHILD WHO NEEDS SPECIAL TRAINING IN ENGLISH AND TO DETERMINE THE PLACEMENT IN THE PROPER LEVEL OF INTENSITY OF ENGLISH TRAINING. THE SECOND PURPOSE IS TO PROVIDE THE CLASSROOM TEACHER WITH SPECIFIC LINGUISTIC INFORMATION FOR EACH CHILD IN EACH LANGUAGE GROUP WHICH COULD BE USED AS A DIAGNOSTIC GUIDE FOR TEACHING METHODS OR MATERIALS. A THIRD OBJECTIVE IS TO PROVIDE A MEANS OF ASSESSING THE RELATIVE MERIT OF VARIOUS ENGLISH PROGRAMS. THESE OBJECTIVES REQUIRE THAT CERTAIN DECISIONS BE MADE WHICH CAN BE CLASSIFIED AS PLACEMENT, DIAGNOSTIC, AND EVALUATIVE. THE NORMING GROUP CONSISTED OF 7,547 CHILDREN. RESULTS OF THIS SECOND PHASE IN THE EVALUATION PROJECT ARE DISCUSSED. FOR THE COMPANION DOCUMENT SEE ED034971. (RL)

ACCESSION NUMBER: ED052672

PUBLICATION DATE: 6 MAR 71

TITLE: AFFECTIVE INFLUENCES ON ENGLISH LANGUAGE LEARNING AMONG INDIAN STUDENTS.

PERSONAL AUTHOR: SCOON, ANNABELLE R.

DESCRIPTOR: ACCULTURATION; AFFECTIVE BEHAVIOR; *AMERICAN INDIANS; ATTITUDE TESTS; BELIEFS; *CHILDHOOD ATTITUDES; CULTURE; ELEMENTARY EDUCATION; *ENGLISH (SECOND LANGUAGE); ETHICAL VALUES; INSTRUCTIONAL PROGRAM DIVISIONS; LANGUAGE INSTRUCTION; *LEARNING MOTIVATION; *NEGATIVE ATTITUDES; RACIAL ATTITUDES; STUDENT ATTITUDES; STUDENT MOTIVATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE FIFTH ANNUAL TESOL CONVENTION, NEW ORLEANS, LA., MARCH 6, 1971

MOTIVATION HAS BEEN CALLED THE MOST IMPORTANT VARIABLE IN FOREIGN LANGUAGE LEARNING. OF THE POSSIBLE MOTIVATORS, THAT OF DESIRE FOR INTEGRATION WITH THE CULTURE OF SPEAKERS OF THE LANGUAGE CORRELATES MOST HIGHLY WITH LEARNING SUCCESS. AMERICAN INDIAN STUDENTS ARE FACED WITH THE NEED TO INTEGRATE TO A CERTAIN EXTENT WITH SPEAKERS OF ENGLISH. THEIR HOPES FOR JOBS AND SOCIAL ADVANCEMENT LARGELY DEPEND ON THEIR SUCCESS IN COPING WITH THE LANGUAGE AND CULTURE OF THE LARGER SOCIETY. YET MANY THINGS IN THEIR LIFE SITUATION MILITATE AGAINST AN INTEGRATIVE MOTIVATION. THE HISTORY OF WHITE WRONGS AGAINST INDIANS, THE PREJUDICE THAT THEY ENCOUNTER, AND THE INCREASINGLY MILITANT ANTI-WHITE ATTITUDE OF SOME MEMBERS OF THEIR RACE MAKE INTEGRATIVE ATTITUDES DIFFICULT OR IMPOSSIBLE. TESTS SHOW A POSITIVE CORRELATION BETWEEN LOW ACHIEVEMENT SCORES, LOW ENGLISH SCORES, AND FEELINGS OF NORMLESSNESS, MEANINGLESSNESS, NEGATIVE ATTITUDE TOWARD SCHOOL, AND LOW EXPECTATIONS FOR THE FUTURE. PROBLEMS THAT ARE PROBABLY MORE RELATED TO THE CULTURE OF POVERTY THAN TO ETHNICITY BECOME POLARIZED IN THE DIRECTION OF ETHNIC IDENTITY. THE RESULTING NEGATIVE ATTITUDES ARE DIRECTED SPECIFICALLY AGAINST THE WHITE CULTURE AND THE EFFECTIVENESS OF ENGLISH LANGUAGE LEARNING MAY BE IMPAIRED. RESULTS OF AN ATTITUDINAL TEST ADMINISTERED TO INDIANS ARE INCLUDED. (AUTHOR)

100

ACCESSION NUMBER: ED052850

PUBLICATION DATE: JUN 71

TITLE: HEALTH BEHAVIOR AND HEALTH NEEDS OF AMERICAN INDIANS IN HENNEPIN COUNTY.

PERSONAL AUTHOR: DE GEYNDT, WILLY; SPRAGUE, LINDA M.

DESCRIPTOR: *AMERICAN INDIANS; DEMOGRAPHY; DENTAL HEALTH; EMPLOYMENT STATISTICS; FAMILY MOBILITY; FIELD INTERVIEWS; *HEALTH; *HEALTH NEEDS; QUESTIONNAIRES; RESEARCH DESIGN; *SOCIAL PROBLEMS; *SOCIOECONOMIC INFLUENCES; STATISTICAL DATA; URBAN POPULATION

IDENTIFIER: MINNESOTA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 67P.

THE REPORT DESCRIBES HEALTH ATTITUDES, BEHAVIOR PATTERNS, AND NEEDS AMONG AMERICAN INDIANS IN AN URBAN SETTING: HENNEPIN COUNTY, MINNESOTA. AS STATED, A STRUCTURED INTERVIEW TECHNIQUE WAS USED ON A MULTI-STAGE SAMPLE OF 225 INDIAN FAMILIES TO PROVIDE STATISTICAL DATA IN ACHIEVING THE 5 STUDY OBJECTIVES: (1) THE COLLECTION OF DEMOGRAPHIC AND SOCIOECONOMIC INFORMATION, (2) THE DESCRIPTION OF MOBILITY PATTERNS, (3) THE ASSESSMENT OF UTILIZATION PATTERNS OF MEDICAL AND DENTAL CARE, (4) THE IDENTIFICATION OF SOCIAL PROBLEMS, AND (5) THE ASSESSMENT OF ATTITUDES CONCERNING HEALTH SERVICES. IN THE DOCUMENT, STATISTICS AND NARRATIVE ARE PROVIDED IN THE AREAS OF EACH OF THE 5 OBJECTIVES, ALONG WITH 5 CONCLUSIONS AND 37 TABLES BASED ON QUESTIONNAIRE DATA ACCUMULATED DURING THE COURSE OF THE RESEARCH. A SELECTED BIBLIOGRAPHY AND A COPY OF THE QUESTIONNAIRE ARE APPENDED. (DA)

ACCESSION NUMBER: ED052851

PUBLICATION DATE: DEC 70

TITLE: NATIVE AMERICAN STUDENTS IN STANDARD METROPOLITAN STATISTICAL AREAS: A SELECTIVE ANALYSIS OF 1968 HEW DATA.

PERSONAL AUTHOR: BEAULIEU, DAVID L.

DESCRIPTOR: *AMERICAN INDIANS; *ENROLLMENT; *METROPOLITAN AREAS; NATIONAL SURVEYS; POPULATION TRENDS; *PUBLIC SCHOOLS; *SCHOOL DEMOGRAPHY; SCHOOL DISTRICTS; STUDENTS; TEACHERS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 122P.

AS PART OF A FORTHCOMING REPORT ENTITLED "THE EDUCATION OF URBAN INDIAN CHILDREN IN THE UNITED STATES," THIS DOCUMENT IS A SELECTIVE SUMMARY OF 1968 DATA FROM THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE CONCERNING RACIAL/ETHNIC BREAKDOWNS OF PUBLIC SCHOOL STUDENTS IN STANDARD METROPOLITAN STATISTICAL AREAS (SMSA'S). DATA FOR THE OVERALL SURVEY WERE REPORTED TO THE OFFICE FOR CIVIL RIGHTS BY SCHOOL DISTRICT SUPERINTENDENTS AND/OR STATE EDUCATION AGENCIES. ALL SCHOOL DISTRICTS WITH 3,000 OR MORE ENROLLMENT (1967-68) WERE SURVEYED. SMALLER SCHOOL DISTRICTS WERE SELECTED FOR INCLUSION IN THE SURVEY IN A STATISTICALLY RANDOM MANNER BASED ON DISTRICT ENROLLMENT. THIS REPORT PROVIDES INFORMATION ON URBAN AMERICAN INDIAN STUDENT DEMOGRAPHY IN 169 SMSA'S IN THE UNITED STATES (INCLUDING THE DISTRICT OF COLUMBIA). STATISTICAL CHARTS SHOWING THE STATE, SCHOOL DISTRICT, AND NUMBER OF SCHOOLS IN THE DISTRICT, NUMBER OF INDIAN STUDENTS AND TEACHERS, AND OTHER PERTINENT INFORMATION MAKE UP THE MAJOR PORTION OF THE REPORT. (EL)

102

ACCESSION NUMBER: ED052853

PUBLICATION DATE: MAY 71

TITLE: RESEARCH AND DEVELOPMENT NEEDS AND PRIORITIES FOR THE EDUCATION OF AMERICAN INDIANS. FINAL REPORT.

PERSONAL AUTHOR: BASS, WILLARD P.

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; BOARDS OF EDUCATION; COMMUNITY CONTROL; COUNSELING; ECONOMIC DEVELOPMENT; *EDUCATIONAL DEVELOPMENT; EDUCATIONAL FINANCE; ENGLISH (SECOND LANGUAGE); *EVALUATION; *FEDERAL PROGRAMS; HEALTH; INSTRUCTIONAL IMPROVEMENT; LEARNING PROCESSES; *RESEARCH NEEDS; RESERVATIONS (INDIAN); TEACHER ATTITUDES; TEACHER EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 45P.

THE RATIONALE OF THIS STUDY WAS THAT A PLANNED, SYSTEMATIC APPROACH WAS NECESSARY TO IDENTIFY MAJOR PROBLEMS IN EDUCATING AMERICAN INDIANS, TO ANALYZE THE PROBLEMS, TO DETERMINE THE EVIDENCE NEEDED FOR SOLUTIONS, AND TO INDICATE RESEARCH AND DEVELOPMENTAL NEEDS AND PRIORITIES. THUS, THIS STUDY CONSISTED OF 3 MAJOR PHASES: (1) IDENTIFICATION OF 20 OR 25 PRIORITY PROBLEMS, (2) DEVELOPMENT OF POSITION PAPERS BY SCHOLARS WHO WERE PARTICULARLY KNOWLEDGEABLE ABOUT THE PROBLEMS, AND (3) ANALYSIS OF THE POSITION PAPERS FOR RECOMMENDATIONS IN TERMS OF RESEARCH AND DEVELOPMENTAL NEEDS. IT WAS EXPECTED THAT THE PROJECT WOULD PROVIDE VALUABLE INFORMATION TO THOSE INDIVIDUALS AND AGENCIES INTERESTED IN RESEARCH IN INDIAN EDUCATION AND THAT THE FINDINGS WOULD HAVE SOME IMPLICATION FOR THE ALLOCATION OF RESEARCH FUNDS. IN THE DOCUMENT, RESEARCH AND DEVELOPMENTAL RECOMMENDATIONS FROM 20 OF THE SELECTED POSITION PAPERS ARE REVIEWED AND ANALYZED. (LS)

ACCESSION NUMBER: ED052856

PUBLICATION DATE: MAY 71

TITLE: PROGRAM DESCRIPTION: SOUTHWEST INDIAN YOUTH CENTER.

DESCRIPTOR: ACADEMIC ABILITY; *ADOLESCENTS; *AMERICAN INDIANS; ATTITUDES; COMMUNITY INVOLVEMENT; *DELINQUENT REHABILITATION; DISCIPLINE; JOB SKILLS; LEISURE TIME; *REHABILITATION PROGRAMS; SELECTION; *SELF ACTUALIZATION; SOCIAL DEVELOPMENT; WORK ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 25P.

DESCRIBED IS AN INNOVATIVE PROGRAM DESIGNED FOR REHABILITATING AMERICAN INDIAN ADOLESCENTS WHO HAVE COMMITTED LEGAL OFFENSES. AS STATED, GOALS OF THE PROGRAM ARE TO IMPROVE WORK HABITS, SOCIAL BEHAVIORS, VOCATIONAL AND ACADEMIC SKILLS, LEISURE SKILLS, RESPONSIBILITY FOR SELF, ATTITUDES, AND COMMUNITY PARTICIPATION USING A SYSTEM OF PROMOTION THROUGH THE 4 PROGRAM LEVELS BASED ON THE POINT (MERIT) SYSTEM. IN THE DOCUMENT, TRAINEE SELECTION, INTAKE, AND DISCIPLINE ARE DISCUSSED, AS WELL AS THE 4 LEVELS OF STANDING: LEVEL IV, THE INCOMING TRAINEE; LEVEL III, THE HONOR TRAINEE; LEVEL II, THE TRAINEE AT THE MOVING-OFF CENTER; AND LEVEL I, THE TRAINEE LIVING ON HIS OWN IN TUCSON, ARIZONA. THREE TABLES ARE INCLUDED: TABLE I ILLUSTRATES THE 4 LEVELS IN THE AREAS OF PAY, CRITERIA FOR THE NEXT LEVEL, PRIVILEGES, AND RESTRICTIONS; TABLE 2 PRESENTS THE CAMP SCHEDULE; AND TABLE 3 IS A LIST OF CONSEQUENCES FOR NEGATIVE BEHAVIOR. ALSO INCLUDED IS A DISCUSSION OF POSITIVE/NEGATIVE FEEDBACK IN TERMS OF TRAINEE EVALUATION. (MJB)

ACCESSION NUMBER: ED052857

PUBLICATION DATE: 3 MAY 69

TITLE: REPORT OF MENTAL HEALTH SURVEY TEAM.

PERSONAL AUTHOR: ATCHESON, J. D.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ECONOMIC FACTORS; *ENVIRONMENTAL INFLUENCES; *ESKIMOS; FACILITIES; *MENTAL HEALTH; PERSONALITY; *PSYCHOLOGICAL SERVICES; SOCIAL FACTORS

IDENTIFIER: *CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 58P.

THREE PSYCHIATRISTS AND A CONSULTING PSYCHOLOGIST INVESTIGATED MENTAL HEALTH PROBLEMS IN THE YUKON AND NORTHWEST TERRITORIES. SPECIFIC PURPOSES OF THE INVESTIGATION WERE (1) TO COMMENT ON THE ADEQUACY OF EXISTING MENTAL HEALTH SERVICES AND FACILITIES, (2) TO MAKE RECOMMENDATIONS FOR IMPROVEMENT OF CONSULTING SERVICES AND FACILITIES, (3) TO CONSULT WITH TERRITORIAL LEGAL ADVISERS CONCERNING LEGISLATION WHICH WOULD BE REQUIRED TO EXPEDITE A LEGALLY ADEQUATE MENTAL HEALTH SERVICE TO BOTH TERRITORIES, AND (4) TO CONSIDER THOSE FACTORS IN THE CANADIAN NORTH THAT PREVENT THE ACHIEVEMENT OF MAXIMUM MENTAL HEALTH AND TO DISCUSS THE MEANS BY WHICH SUCH FACTORS COULD BE ELIMINATED. FACTORS AFFECTING MENTAL HEALTH ARE DESCRIBED IN THE REPORT UNDER SOCIAL FACTORS, ECONOMIC FACTORS, PERSONALITY CHARACTERISTICS, AND GEOGRAPHY AND CLIMATE. AN ATTEMPT IS MADE TO IDENTIFY FACTORS AFFECTING THE NON-NATIVE AND THE NATIVE INDIAN AND ESKIMO POPULATIONS. RECOMMENDATIONS ARE GIVEN IN THE AREAS OF ADMINISTRATIVE ORGANIZATION, FACILITIES, CHILDREN'S SERVICES, PRIMARY PREVENTION, AND RESEARCH. APPENDED ARE LISTS OF MEETINGS, BRIEFS, AND REPORTS. (JH)

ACCESSION NUMBER: ED052861

PUBLICATION DATE: 70

TITLE: THE INDIAN TEXANS.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIAN CULTURE; ARCHAEOLOGY; ART EXPRESSION; CHANGE AGENTS; *CULTURE CONFLICT; ETHNIC RELATIONS; *RESOURCE MATERIALS; *SOCIOECONOMIC INFLUENCES; TRIBES

IDENTIFIER: *TEXAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 71P.

ACCORDING TO THE BOOKLET, THE FIRST TEXANS WERE OF ASIATIC ORIGIN, ARRIVING IN TEXAS DURING THE LAST ICE AGE. ALSO AS REPORTED, REMAINS OF THE FIRST IDENTIFIABLE TEXAN WERE FOUND NEAR MIDLAND IN 1953, AND THE EVIDENCE INDICATED THAT "MIDLAND MINNIE" LIVED ABOUT 12,000 YEARS AGO. THIS PAMPHLET--ONE OF A SERIES ON TEXAN CULTURES--DEPICTS NARRATIVELY AND PICTORIALLY 12,000 YEARS OF CONTRIBUTIONS OF THE TEXAS INDIANS TO THE CULTURE AND HISTORY OF THE STATE. NOT ONLY ARE THE LIVING HABITS OF DIFFERENT TRIBES DISCUSSED BUT ALSO SOME OF THE BATTLES WITH THE WHITE MAN, SUCH AS THE PARKER'S FORT MASSACRE, THE COUNCIL HOUSE FIGHT IN SAN ANTONIO, THE LINNVILLE RAID, THE BATTLE AT ADOBE WALLS, THE SALT CREEK MASSACRE, AND THE BATTLE OF PALO DURO CANYON. AMONG THE TRIBES DISCUSSED ARE THE COMANCHE, KIOWA, TIGUA, TEJAS, APACHE, WICHITA, AND CHEROKEE INDIANS. (JB)

AVAILABILITY: INSTITUTE OF TEXAN CULTURES, P.O. BOX 1226, SAN ANTONIO, TEXAS 78206 ($1.25 PLUS POSTAGE)

ACCESSION NUMBER: ED052862

PUBLICATION DATE: MAR 71

TITLE: REPORT OF THE ASSEMBLY SUBCOMMITTEE ON INDIAN AFFAIRS TO THE STANDING COMMITTEE ON GOVERNMENTAL OPERATIONS.

DESCRIPTOR: *AMERICAN INDIANS; EDUCATIONAL BENEFITS; INTERCOMMUNICATION; LAW ENFORCEMENT; *LEGAL PROBLEMS; *RESERVATIONS (INDIAN); *SOCIAL SERVICES; *STATE LAWS; TAXES

IDENTIFIER: *NEW YORK STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 62P.

THE 1970 LEGISLATIVE SESSION OF THE NEW YORK STATE ASSEMBLY CREATED THE SUBCOMMITTEE ON INDIAN AFFAIRS TO REVIEW NEW YORK'S INDIAN LAW AND STATE SERVICES PROVIDED TO INDIAN RESERVATIONS. SEVEN HEARINGS WERE HELD ON RESERVATIONS TO GATHER OPINIONS, SUGGESTIONS, AND CRITICISMS OF THE ON-RESERVATION INDIAN COMMUNITY. IN ADDITION, A SPECIAL HEARING WAS HELD TO EXPLORE CIRCUMSTANCES SURROUNDING EXTENSIVE LAND CLAIMS MADE BY THE ONEIDA NATION. THIS REPORT CONTAINS A SUMMARY OF THE SUBCOMMITTEE'S ACTIVITIES DURING A 10-MONTH PERIOD AND RECOMMENDATIONS FOR ADMINISTRATIVE ACTIONS IN THE AREAS OF COMMUNICATION, JURISDICTION, ADMINISTRATION, HOUSING, HUNTING AND FISHING RIGHTS, FACTIONALISM, CULTURAL PRESERVATION, TAXATION, AND LAND RIGHTS. (JH)

ACCESSION NUMBER: ED052863

PUBLICATION DATE: 70

TITLE: ACADEMIC PERFORMANCE AND SCHOOL INTEGRATION: A MULTI-ETHNIC ANALYSIS.

PERSONAL AUTHOR: MAYNOR, WALTZ

DESCRIPTOR: ABILITY; *ACADEMIC PERFORMANCE; ACHIEVEMENT RATING; *AMERICAN INDIANS; *ANGLO AMERICANS; CLASSROOM INTEGRATION; CROSS CULTURAL STUDIES; *NEGROES; *SCHOOL INTEGRATION

IDENTIFIER: NORTH CAROLINA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 112P.; DOCTOR'S DISSERTATION SUBMITTED TO DUKE UNIVERSITY, DURHAM, NORTH CAROLINA

DETERMINING WHETHER STATISTICALLY SIGNIFICANT DIFFERENCES OCCUR IN THE MEASURED ACHIEVEMENT OF A GROUP OF 608 WHITE PUPILS, 127 LUMBEE INDIAN PUPILS, AND 680 BLACK PUPILS--FROM A NEWLY RACIALLY INTEGRATED NORTH CAROLINA SCHOOL SYSTEM--THIS STUDY ANALYZED ACADEMIC PERFORMANCE WITH RESPECT TO EACH STUDENT ETHNIC GROUP, EACH TEACHER ETHNIC GROUP, AND EACH STUDENT-TEACHER ETHNIC COMBINATION. THE RESEARCH PROCEDURE INVOLVED ADMINISTRATION OF THE CALIFORNIA ACHIEVEMENT TEST TO GRADES 6 THROUGH 12 AND WAS READMINISTERED WITH THE CALIFORNIA TEST OF MENTAL MATURITY THE FOLLOWING SPRING SEMESTER. FINDINGS WERE THAT (1) BLACK STUDENTS PERFORMED BETTER AFTER INTEGRATION THAN BEFORE INTEGRATION, AND WHITE AND INDIAN STUDENTS EXPERIENCED NO NEGATIVE EFFECTS IN ACHIEVEMENT; (2) RELATIVE TO STUDENT ABILITY AND PRETEST SCORES, BLACK STUDENTS HAD A SIGNIFICANTLY HIGHER LANGUAGE AND MATHEMATICS SCORE; (3) THERE WAS NO SIGNIFICANT DIFFERENCE IN HOW EACH ETHNIC GROUP OF TEACHERS AFFECTED STUDENT PERFORMANCE; AND (4) THERE WAS INTERACTION BETWEEN THE RACE OF THE STUDENT AND THE RACE OF THE TEACHER WHICH AFFECTED THE STUDENTS' ACADEMIC ACHIEVEMENT IN LANGUAGE. TWENTY-ONE TABLES, 17 FIGURES, AND 28 REFERENCES ARE INCLUDED. (AUTHOR/MJB)

108

ACCESSION NUMBER: ED052371

PUBLICATION DATE: JUL 71

TITLE: A BIBLIOGRAPHY OF URBAN INDIANS IN THE UNITED STATES.

PERSONAL AUTHOR: HARKINS, ARTHUR M., COMP.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *BIBLIOGRAPHIES; EDUCATIONAL PROGRAMS; *RELOCATION; SOCIOECONOMIC INFLUENCES; *URBAN AREAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 44P.

MORE THAN 450 PUBLICATIONS ON THE AMERICAN INDIAN ARE CITED IN THIS BIBLIOGRAPHY. THE MAJORITY OF THESE WERE PUBLISHED SINCE 1960, WITH EXCEPTIONS DATING BACK AS FAR AS 1915. ALTHOUGH THE PRIMARY EMPHASIS IS ON URBAN INDIANS, THEIR RELOCATION, PROBLEMS OF THE RURAL-URBAN TRANSITION, AND ADJUSTMENT TO THE URBAN ENVIRONMENT, PUBLICATIONS ARE CITED WHICH COULD BE USEFUL TO THE STUDY OF RURAL INDIANS. THE BIBLIOGRAPHY IS INTENDED TO SUPPLEMENT 2 ADDITIONAL COMPILATIONS PUBLISHED BY THE TRAINING CENTER FOR COMMUNITY PROGRAMS: "U.S. AND CANADIAN INDIAN PERIODICALS" BY JOHN A. PRICE AND "MODERN NATIVE AMERICANS: A SELECTIVE BIBLIOGRAPHY" BY ARTHUR M. HARKINS ET AL. (JH)

ACCESSION NUMBER: ED052872

PUBLICATION DATE: JUN 71

TITLE: AN EXAMINATION OF THE 1968-1969 URBAN INDIAN HEARINGS HELD BY THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY. PART III: INDIAN SELF-DEFINITIONS.

PERSONAL AUTHOR: WOODS, RICHARD G.; HARKINS, ARTHUR M.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL TRAITS; *SELF CONCEPT; *SELF EVALUATION; *URBAN AREAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.

"AN INTERESTING AND PERHAPS SIGNIFICANT ASPECT OF INDIAN TESTIMONY DURING THE URBAN HEARINGS OF THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY WAS THE WAY IN WHICH INDIAN WITNESSES CHARACTERIZED INDIAN PEOPLE. WHILE THE HEARINGS DID NOT SPECIFICALLY PROBE THIS AREA, OCCASIONAL COMMENTS MADE DURING THE COURSE OF TESTIMONY INDICATED THAT SOME INDIAN WITNESSES HAD CLEAR PERCEPTIONS OF WHAT IT MEANS TO BE INDIAN." THIS REPORT ORGANIZES THE URBAN INDIAN CONCERNS AND CHARACTERISTICS EVIDENCED DURING THE HEARINGS WHICH HAD TO DO WITH INDIAN SELF-DEFINITIONS. MUCH IN THE WAY OF DIRECT QUOTATIONS FROM INDIAN WITNESSES IS INCLUDED. (JH)

110

ACCESSION NUMBER: ED052873

PUBLICATION DATE: JUL 71

TITLE: AN EXAMINATION OF THE 1968-1969 URBAN INDIAN HEARINGS HELD BY THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY. PART IV: THE INDIAN CENTER.

PERSONAL AUTHOR: WOODS, RICHARD G.; HARKINS, ARTHUR M.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL CENTERS; EMPLOYMENT SERVICES; FACILITIES; *FINANCIAL SUPPORT; INFORMATION CENTERS; RECREATIONAL ACTIVITIES; *SOCIAL SERVICES; *URBAN AREAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 36P.

THROUGHOUT THE 1968-1969 HEARINGS OF THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY (NCIO), INTEREST WAS SHOWN REPEATEDLY IN THE DEVELOPMENT OF INDIAN CENTERS WITHIN URBAN AREAS. EXISTING INDIAN CENTERS IN THE CITIES VISITED BY THE NCIO WERE MARGINALLY FUNDED OPERATIONS WHICH NEVERTHELESS FULFILLED IMPORTANT FUNCTIONS SUCH AS INTAKE AND REFERRAL; HOUSING ASSISTANCE; RECREATION AND SPORTS FOR CHILDREN AND YOUTH; LEGAL AID; EMPLOYMENT ASSISTANCE; AND PROVISION OF A SOCIAL GATHERING PLACE, A MAILING ADDRESS FOR THOSE WITHOUT A PERMANENT RESIDENCE, AND A SITE FOR THE PRESERVATION OF INDIAN CULTURE. QUITE POSITIVE FEELINGS AND ASPIRATIONS ABOUT THE FUNCTIONS OF AN URBAN INDIAN CENTER WERE COMMON AMONG THE INDIAN WITNESSES. STATEMENTS OF PLANS AND HOPES FOR INDIAN CENTERS SOMETIMES CONTAINED REFERENCES TO HOPED-FOR FUNDING SOURCES. MOST OFTEN, IT WAS EXPECTED THAT GOVERNMENT FUNDS WOULD HAVE TO BE PROVIDED, AND THERE WERE INDICATIONS THAT THE FUNDING OF URBAN INDIAN CENTERS SHOULD BE REGARDED AS A RESPONSIBILITY OF ESTABLISHED GOVERNMENT AGENCIES SUCH AS THE BUREAU OF INDIAN AFFAIRS. THIS REPORT ORGANIZES THE CONCERNS AND CHARACTERISTICS EVIDENCED DURING THE HEARINGS WHICH HAD TO DO WITH THE INDIAN CENTER. MUCH IS INCLUDED IN THE WAY OF DIRECT QUOTATIONS FROM INDIAN WITNESSES. (JH)

ACCESSION NUMBER: ED052874

PUBLICATION DATE: SEP 69

TITLE: VOCATIONAL EDUCATION NEEDS AND OPPORTUNITIES FOR INDIANS: A REVIEW OF THE NAVAJO SITUATION AND A SUMMARY OF ITS IMPLICATIONS FOR FOUR CORNERS REGIONAL PLANNING.

PERSONAL AUTHOR: RENO, PHILIP

DESCRIPTOR: *AMERICAN INDIANS; ECONOMIC DEVELOPMENT; *EDUCATIONAL NEEDS; *EDUCATIONAL PROGRAMS; EMPLOYMENT; EMPLOYMENT OPPORTUNITIES; JOB TRAINING; OCCUPATIONAL INFORMATION; *SKILL DEVELOPMENT; *VOCATIONAL EDUCATION; WORK EXPERIENCE

IDENTIFIER: *NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.

CONCERNED WITH VOCATIONAL TRAINING AS A MEANS OF AIDING THE SOLUTION TO THE NAVAJO INDIAN PROBLEM OF LACKING BOTH SALEABLE SKILLS AND THE OPPORTUNITY TO ACQUIRE THESE SKILLS, THIS REPORT PRESENTS (1) THE NEED FOR SKILL TRAINING AND VOCATIONAL EDUCATION (NAVAJO WORKERS' NEED FOR TRAINING, YOUTH OF THE NAVAJO LABOR FORCE, NAVAJO LACK OF SCHOOLING, NAVAJO LACK OF SKILLED WORK EXPERIENCE, NAVAJO LACK OF SKILL TRAINING, THE ECONOMY'S NEED FOR TRAINED WORKERS, JOB OPPORTUNITIES IN THE NAVAJO AREA, TRAINED WORKERS AND ECONOMIC DEVELOPMENT, AND TRAINING IN ORDER TO INCREASE MOBILITY; (2) VOCATIONAL TRAINING AND EDUCATION IN THE NAVAJO AREA (MANPOWER TRAINING PROGRAMS, OCCUPATIONS FOR WHICH TRAINING IS CONDUCTED, TRAINING CONTENT AND LENGTH OF TRAINING, PLACEMENT RECORD, AND INSTITUTIONAL PROVISION FOR VOCATIONAL EDUCATION); AND (3) VOCATIONAL EDUCATION PLANNING FOR INDIANS OF THE FOUR CORNERS REGION. RECOMMENDATIONS ARE THAT VOCATIONAL EDUCATION PLANNING FOR INDIANS BE GIVEN TOP PRIORITY IN REGIONAL PLANNING AND THAT VOCATIONAL EDUCATION BE GEARED TO LOCAL AREA AND NATIONAL JOB OPPORTUNITIES, ADAPTED TO INDIAN NEEDS, AND PLANNED IN COORDINATION AND COOPERATION WITH INDIANS IN THE AREA. SIX TABLES ARE PROVIDED. (MJB)

ACCESSION NUMBER: ED052878

PUBLICATION DATE: 15 FEB 66

TITLE: A STUDY OF THE COMPOSITE SELF-CONCEPT OF THE SOUTHWESTERN INDIAN ADOLESCENT: AN INSERVICE ACTION RESEARCH PROJECT OF SHERMAN INSTITUTE. SUPPLEMENT ISSUES--429-S.

PERSONAL AUTHOR: PAXTON, S. GABE, JR.

DESCRIPTOR: *ADOLESCENTS; *AMERICAN INDIANS; BOARDING SCHOOLS; *CULTURAL FACTORS; *RESEARCH; RESEARCH METHODOLOGY; *SELF CONCEPT; SEX DIFFERENCES; SOCIAL DEVELOPMENT

IDENTIFIER: SOUTHWEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 32P.

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE SELF-CONCEPT OF THE SOUTHWESTERN INDIAN ADOLESCENT. HYPOTHESES TESTED WERE (1) THAT A SELECTED SAMPLE OF SELF-REFERENCE STATEMENTS CAN BE USED TO OBTAIN A COMPOSITE SELF-CONCEPT OF THE INDIAN ADOLESCENT; (2) THAT THE COMPOSITE SELF-CONCEPT OF THE INDIAN ADOLESCENT VARIES ACCORDING TO TRIBAL GROUPS; AND (3) THAT A SELF-CONCEPT RATING SYSTEM CAN BE OBTAINED FROM THE DERIVED DATA. A Q-INSTRUMENT CONTAINING 50 SELF-REFERENCE STATEMENTS WAS DEVELOPED BY THE INVESTIGATOR, WHO ADMINISTERED THE INSTRUMENT TO 411 INDIAN ADOLESCENTS SELECTED FROM SHERMAN INSTITUTE, RIVERSIDE, CALIFORNIA; THESE STUDENTS REPRESENTED 5 SOUTHWESTERN TRIBAL GROUPS: 100 NAVAJOS, 100 PIMAS, 96 PAPAGOS, 90 APACHES, AND 25 HOPIS. THE INVESTIGATOR MADE AN ITEM ANALYSIS AND ACCEPTED A GROUP RESPONSE IF IT COMPRISED MORE THAN 67% OR LESS THAN 34%. IT WAS CONCLUDED THAT A COMPOSITE SELF-CONCEPT OF THE INDIAN ADOLESCENT CAN BE OBTAINED USING Q-TECHNIQUE METHODOLOGY. WHILE THERE WERE SOME SELF-CONCEPTS COMMON TO ALL 5 TRIBAL GROUPS, DATA INDICATED THAT THERE WERE ALSO IMPORTANT AND DEFINITE VARIATIONS AS TO TRIBAL PERCEPTIONS OF SELF AND THAT A SELF-CONCEPT RATING SYSTEM CAN BE OBTAINED FROM THE DERIVED DATA AND IS DESIRABLE. (LS)

ACCESSION NUMBER: ED052880

PUBLICATION DATE: MAR 70

TITLE: THE NATURE OF TEACHER-COMMUNITY CONTACT IN SCHOOLS SERVING SOUTHWEST INDIAN CHILDREN. AMERICAN INDIAN EDUCATION PAPERS, NO. 2.

PERSONAL AUTHOR: KNIGHT, MARGARET E.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *INFORMAL ORGANIZATION; *RESEARCH; *SCHOOL COMMUNITY RELATIONSHIP; TEACHER MORALE; *TEACHER PARTICIPATION

IDENTIFIER: SOUTHWEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 8P.

PREVIOUS SCHOOL-COMMUNITY RESEARCH IN AMERICAN INDIAN COMMUNITIES HAS DEMONSTRATED THAT "ISOLATION" OR LACK OF COMMUNICATION BETWEEN SCHOOL STAFF AND COMMUNITY PARENTS HAS CONTRIBUTED TO THE FAILURE OF EDUCATING AMERICAN INDIAN CHILDREN. TO VALIDATE THIS RESEARCH IN THE SOUTHWEST, A DIARY INDICATING THE OUT-OF-SCHOOL ACTIVITIES WAS REQUESTED FROM TEACHERS INTERVIEWED DURING THE 1968-69 SCHOOL YEAR AS PART OF THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION. EACH TEACHER WAS REQUESTED TO ANONYMOUSLY ACCOUNT FOR HIS OR HER OUT-OF-SCHOOL ACTIVITIES OVER A 15-DAY PERIOD. APPROXIMATELY 20% OF THE TEACHERS RETURNED A DIARY (20 DIARIES). OF A TOTAL OF 439 RECORDED EVENTS OUTSIDE OF SCHOOL TIME, 126 (OR 29%) INVOLVED INDIAN PEOPLE. OF THIS NUMBER, 74 (OR 17%) WERE SCHOOL-CONNECTED EVENTS AND 52 (OR 12%) WERE NONSCHOOL-CONNECTED. A "TYPICAL" SCHOOL WOULD SHOW PERCENTAGES OF 24%, 17%, AND 6% FOR THE SAME CATEGORIES. REMEDIES SUGGESTED IN THE REPORT INCLUDED A UNIFIED STAFF APPROACH, RECREATIONAL ACTIVITIES FOR BOTH TEACHERS AND PARENTS, AND "T" GROUPING TO IMPROVE TEACHER-COMMUNITY CONTACT. (LS)

ACCESSION NUMBER: ED052881

PUBLICATION DATE: JUL 71

TITLE: PARTICIPATION IN USDA PROGRAMS BY ETHNIC GROUPS.

DESCRIPTOR: *AGRICULTURAL PERSONNEL; AMERICAN INDIANS; ANGLO AMERICANS; *CIVIL RIGHTS; EQUAL OPPORTUNITIES (JOBS); *ETHNIC GROUPS; *FEDERAL PROGRAMS; NEGROES; *PROGRAM EVALUATION; SPANISH AMERICANS

IDENTIFIER: ORIENTAL AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 96P.

PREPARED BY THE CIVIL RIGHTS PROGRAM EVALUATION STAFF OF THE U.S. DEPARTMENT OF AGRICULTURE (USDA), THIS STATISTICAL REPORT CONTAINS DATA SUPPLIED BY 9 USDA AGENCIES HANDLING 23 USDA PROGRAMS SERVING WHITES, NEGROES, SPANISH AMERICANS, AMERICAN INDIANS, AND ORIENTAL AMERICANS IN SUCH AREAS AS AGRICULTURAL STABILIZATION, EMPLOYMENT, LOANS, AND NUTRITION SERVICES. THE PURPOSE AND PROCEDURES OF THIS EVALUATION ARE SPECIFIED AND ARE FOLLOWED BY DESCRIPTIONS AND DATA TABULATIONS FOR EACH PROGRAM (DATA WERE NOT AVAILABLE FOR 6 PROGRAMS). NINE FIGURES AND 42 TABLES SHOW 3 TYPES OF DATA: BREAKDOWN BY ETHNIC GROUP OF PROGRAM PARTICIPATION; EVALUATION OF THIS BREAKDOWN IN RELATION TO THE NUMBER PER ETHNIC GROUP ELIGIBLE TO PARTICIPATE; AND PERCENTAGE CHANGE IN NUMBER PER ETHNIC GROUP PARTICIPATING OVER SPECIFIED PERIODS. A SUMMARY DESCRIPTION IS GIVEN OF HOW ELIGIBLE POPULATIONS WERE DETERMINED. (BO)

ACCESSION NUMBER: ED052887

PUBLICATION DATE: 71

TITLE: BOOKS ABOUT INDIANS AND REFERENCE MATERIAL.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *BOOKS; *CULTURAL AWARENESS; LIBRARY MATERIALS; PUBLICATIONS; *REFERENCE MATERIALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 177P.

OVER 1500 BOOKS PUBLISHED BETWEEN 1911 AND 1971 ARE CITED, BY PUBLISHER, IN THIS BIBLIOGRAPHY OF REFERENCE MATERIALS ABOUT THE AMERICAN INDIAN. IN ADDITION TO THE CITATIONS, MANY WITH ANNOTATIONS, ARE LISTS OF BULLETINS, BOOKLETS, RECORDINGS, AND AGENCIES TO CONTACT FOR INFORMATION AND PAMPHLETS. THE PURPOSES OF THE BIBLIOGRAPHY ARE (1) TO PROVIDE INFORMATION TO HELP ALL AMERICANS BETTER UNDERSTAND AND APPRECIATE THE HERITAGE, CUSTOMS, AND CULTURE OF THE AMERICAN INDIAN, AS WELL AS THE GREAT CONTRIBUTIONS HE HAS MADE TO THIS NATION, AND (2) TO ENCOURAGE THE PURCHASE OF MORE REFERENCE MATERIALS AND BOOKS ON THIS SUBJECT FOR SCHOOL LIBRARIES AND CLASSROOMS. THIS PUBLICATION SUPERSEDES AN EARLIER EDITION ENTERED IN THE ERIC SYSTEM AS ED 030 531. (JH)

ACCESSION NUMBER: ED053009

TITLE: LEARNING TO LIVE IN TODAY'S WORLD. GRADE 1.

PERSONAL AUTHOR: FEELEY, DOROTHY M.

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN INDIAN CULTURE; BIBLIOGRAPHIES; CHINESE AMERICANS; CITIZENSHIP; *COMMUNITY STUDY; CULTURAL AWARENESS; DISCUSSION (TEACHING TECHNIQUE); ELEMENTARY GRADES; ESKIMOS; *ETHNIC STUDIES; FIELD TRIPS; GRADE 1; *HUMAN RELATIONS UNITS; *INTERGROUP EDUCATION; MULTIMEDIA INSTRUCTION; PUERTO RICAN CULTURE; *SOCIAL STUDIES UNITS

IDENTIFIER: MASSACHUSETTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 18P.

THE SUPPLEMENTARY PRIMARY GRADE SOCIAL STUDIES UNITS HAVE BEEN DEVELOPED IN ORDER TO GUIDE THE CHILD IN THE DECISION-MAKING AREAS OF CITIZENSHIP, VALUES, AND HUMAN RELATIONS, AND TO DEVELOP WITHIN HIM A BETTER UNDERSTANDING OF HIS IMMEDIATE ENVIRONMENT AND THAT OF THE WORLD IN WHICH HE LIVES, AND TO HELP HIM TO ADAPT TO A CHANGING SOCIETY AND ITS DEMANDS. THEY ARE TO BE USED AS STEPPING STONES TOWARDS DEVELOPING A NEW AWARENESS OF THE MULTI-RACIAL AND MULTI-ETHNIC GROUPS INCLUDING: BLACKS, AMERICAN CHINESE, AMERICAN INDIANS, PUERTO RICANS, AND ESKIMOS. THE SPECIFIC OBJECTIVES OF THIS UNIT FOR GRADE ONE ARE: 1) AN APPRECIATION OF THE RELATIONSHIP AND INTERDEPENDENCE OF HOME, SCHOOL, COMMUNITY, AND THE WORLD; 2) AN AWARENESS OF THE NEED TO BELONG TO DIFFERENT GROUPS; 3) AN UNDERSTANDING THAT DIFFERENT NATIONALITIES CELEBRATE DIFFERENT HOLIDAYS; 4) AN AWARENESS OF DIFFERENCES IN PERSONAL APPEARANCE; AND, 5) AN AWARENESS OF THE DIFFERENCES IN URBAN AND SUBURBAN LIFE. GROUP DISCUSSION STIMULATED BY INQUIRY QUESTIONS IS SUGGESTED ALONG WITH ROLE PLAYING. PHOTOGRAPHS, EXHIBITS, ASSEMBLIES, FIELD TRIPS, ART, FILMS AND FILMSTRIPS ARE INTEGRAL PARTS OF THE LEARNING ACTIVITIES. A SEVEN-PAGE LIST OF BOOKS FOR BOTH STUDENTS AND TEACHERS, AND FILMSTRIPS IS INCLUDED. SO 001 458 AND SO 001 459 ARE THE UNITS FOR GRADE TWO AND GRADE THREE. (AUTHOR/SBE)

ACCESSION NUMBER: ED053010

TITLE: ETHNIC GROUPS IN OUR WORLD TODAY. GRADE 2.

PERSONAL AUTHOR: FEELEY, DOROTHY M.

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN INDIAN CULTURE; BIBLIOGRAPHIES; CHINESE AMERICANS; CITIZENSHIP; *COMMUNITY STUDY; CULTURAL AWARENESS; DISCUSSION (TEACHING TECHNIQUE); ELEMENTARY GRADES; ESKIMOS; *ETHNIC STUDIES; GRADE 2; *HUMAN RELATIONS UNITS; *INTERGROUP EDUCATION; MULTIMEDIA INSTRUCTION; PUERTO RICAN CULTURE; *SOCIAL STUDIES UNITS

IDENTIFIER: MASSACHUSETTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 29P.

THE OVERALL OBJECTIVES AND TEACHING TECHNIQUES FOR THE SUPPLEMENTARY PRIMARY GRADE SOCIAL STUDIES UNITS ARE DESCRIBED IN SO 001 457. THE SPECIFIC OBJECTIVES OF THIS UNIT FOR GRADE TWO ARE: 1) TO DISCOVER DIFFERENCES AND SIMILARITIES FOUND IN PEOPLE THROUGH UNDERSTANDING OF THEIR BASIC NEEDS, DESIRES, AND PROBLEMS; 2) TO BECOME AWARE OF THE DIFFERENCES AND SIMILARITIES FOUND IN THE COMMUNITY; 3) TO UNDERSTAND THE CAUSE AND NEED OF CHANGE WITHIN A COMMUNITY; 4) TO RECOGNIZE THE FACT THAT MANY PEOPLE FROM MINORITY GROUPS HAVE CONTRIBUTED MUCH TOWARD EDUCATION, MUSIC, SCIENCE, AND MODERN DAY POLITICS; 5) TO BECOME AWARE OF AND UNDERSTAND THE CUSTOMS, LIFE STYLES (FOOD, CLOTHING, SHELTER), AND BACKGROUND OF THE BLACKS, AMERICAN CHINESE, AMERICAN INDIANS, PUERTO RICANS, ESKIMOS; AND, 6) TO RECOGNIZE THE ADVANTAGES OF THE VARIOUS TYPES OF COMMUNICATION AVAILABLE TODAY. STUDENT EVALUATION TIPS, AND A NINE-PAGE LIST OF BOOKS FOR BOTH STUDENTS AND TEACHERS, AND FILMS, FILMSTRIPS, AND RECORDINGS IS INCLUDED. SO 001 459 IS THE UNIT FOR GRADE THREE. (AUTHOR/SBE)

ACCESSION NUMBER: ED053011

TITLE: EVERYBODY IS SOMEBODY. GRADE 3.

PERSONAL AUTHOR: FEELEY, DOROTHY M.

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN INDIAN CULTURE; BIBLIOGRAPHIES; CHINESE AMERICANS; CITIZENSHIP; *CULTURAL AWARENESS; DISCUSSION (TEACHING TECHNIQUE); ELEMENTARY GRADES; *ETHNIC STUDIES; GRADE 3; *HUMAN RELATIONS UNITS; *INTERGROUP EDUCATION; MULTIMEDIA INSTRUCTION; PUERTO RICAN CULTURE; SOCIAL PROBLEMS; *SOCIAL STUDIES UNITS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 35P.

THE OVERALL OBJECTIVES AND TEACHING TECHNIQUES FOR THE SUPPLEMENTARY PRIMARY GRADE SOCIAL STUDIES UNITS ARE DESCRIBED IN SO 001 457. THE SPECIFIC OBJECTIVES OF THIS UNIT FOR GRADE THREE ARE: 1) TO SHOW THAT ETHNIC DIFFERENCES ARE SUPERFICIAL, THAT WE ARE ALL HUMAN BEINGS AND DIFFERENCES ARE A PART OF THE AMERICAN HERITAGE; 2) TO EXPLORE THE VARIOUS MEANINGS OF BLACK POWER; 3) TO UNDERSTAND THE BACKGROUND AND ACHIEVEMENTS OF THE PEOPLE OF THE PAST, PRESENT, AND FUTURE; 4) TO ENHANCE THE AWARENESS OF THE CUSTOMS, LIFE STYLES, AND BACKGROUNDS OF THE VARIOUS ETHNIC GROUPS; AND, 5) TO DEVELOP WITHIN EACH CHILD A STRONG FEELING OF PATRIOTISM AND DEMOCRACY BASED ON A STRONG KNOWLEDGE OF HIS AMERICAN HERITAGE, AND A SENSE OF DIGNITY AND SELF-RESPECT. EACH SECTION ON BLACKS, PUERTO RICANS, AMERICAN CHINESE, AND THE AMERICAN INDIAN CONTAINS: 1) BACKGROUND ON THEIR NATIVE COUNTRY INCLUDING HISTORY, GEOGRAPHY, CULTURE AND LIFE STYLES, ECONOMY, AND GOVERNMENT; 2) AMERICAN HERITAGE OR BACKGROUND; 3) CURRENT VIEWS AND PROBLEMS; 4) CONTRIBUTIONS OF THE GROUP AND SPECIFIC INDIVIDUALS IN POLITICS, EXPLORATION, EDUCATION, ATHLETICS, ENTERTAINMENT, HUMANITIES, BUSINESS, AND SCIENCE AND TECHNOLOGY; 5) SUGGESTED ACTIVITIES; 6) STUDENT EVALUATION TIPS; 7) STUDENT AND TEACHER REFERENCES; 8) AUDIOVISUAL AIDS SUCH AS FILMSTRIPS, MUSIC, FILMS, RECORDINGS. SO 001 458 IS THE UNIT FOR GRADE TWO. (AUTHOR/SBE)

ACCESSION NUMBER: ED053014

PUBLICATION DATE: 71

TITLE: TEACHING PREJUDICE: A CONTENT ANALYSIS OF SOCIAL STUDIES TEXTBOOKS AUTHORIZED FOR USE IN ONTARIO.

PERSONAL AUTHOR: MCDIARMID, GARNET; PRATT, DAVID

DESCRIPTOR: AMERICAN INDIANS; *ETHNIC GROUPS; EVALUATION METHODS; IMMIGRANTS; JEWISH STEREOTYPES; JEWS; MAJORITY ATTITUDES; *MINORITY GROUPS; NEGROES; *RACIAL ATTITUDES; RACIAL DISCRIMINATION; *SOCIAL STUDIES; TEXTBOOK BIAS; TEXTBOOK CONTENT; *TEXTBOOK EVALUATION; TEXTBOOK RESEARCH

IDENTIFIER: *CANADA; MOSLEMS; ONTARIO

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 134P.

THIS REPORT OF A STUDY, UNDERTAKEN AT THE REQUEST OF THE ONTARIO HUMAN RIGHTS COMMISSION, DETAILS: 1) PRECEDENTS AND HISTORICAL BACKGROUNDS IN TEXTBOOK ANALYSIS; 2) THE METHODOLOGY OF THE PRESENT STUDY; AND, 3) RECOMMENDATIONS BASED ON THE FINDINGS. GROUPS SELECTED FOR STUDY WERE: JEWS, IMMIGRANTS, MOSLEMS, NEGROES, AND AMERICAN INDIANS. THE RESEARCH DESIGN CALLED FOR QUANTITATIVE ANALYSIS OF "EVALUATIVE ASSERTIONS" MADE ABOUT THE ABOVE GROUPS IN ALL TEXTBOOKS AUTHORIZED FOR USE IN GRADES 1-12, AND IN PRINT ON JUNE 1, 1968. FINDINGS INDICATE THAT FACTS AND THEORIES WHICH ARE OUTMODED, EVEN FALSE, STILL FIND THEIR WAY INTO TEXTBOOKS, DEALING A HEAVY DOSE OF "UN-THEMISM." FURTHER, THERE IS LITTLE ATTEMPT IN SCHOOL TEXTS TO DISCUSS IN ANY DETAIL BASIC ISSUES CONCERNING RACIAL DIFFERENCES OR PREJUDICE. GIVEN THE STRONG RELIANCE ON TEXTBOOK TEACHING WHICH STILL PREVAILS, THESE ARE SERIOUS FAULTS. IT IS RECOMMENDED THAT: 1) FOR ERRORS OF COMMISSION, THE PUBLISHERS BE ASKED TO MAKE APPROPRIATE REVISIONS; 2) FOR ERRORS OF OMISSION, BOOKS BE SOUGHT OR COMMISSIONED WHICH PROVIDE SCHOLARLY, UP-TO-DATE INFORMATION ON MINORITIES AND THE DYNAMICS OF PREJUDICE; AND, 3) THAT THESE BE APPROVED FOR USE ON THE ONTARIO SCHOOLS. APPENDICES CONTAIN A LISTING OF THE TEXTBOOKS ANALYZED, AS WELL AS A TECHNICAL DISCUSSION OF THE INVESTIGATIVE TECHNIQUE WHICH CAN BE USED BY STUDENTS, TEACHERS, AND OTHER RESEARCHERS. (JLB)

AVAILABILITY: ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 252 BLOOR STREET WEST, TORONTO 5, ONTARIO, CANADA ($2.50)

ACCESSION NUMBER: ED053100

PUBLICATION DATE: 71

TITLE: ASSESSMENT OF THE TEACHER CORPS PROGRAM AT NORTHERN ARIZONA UNIVERSITY AND PARTICIPATING SCHOOLS ON THE NAVAJO AND HOPI INDIAN RESERVATIONS.

DESCRIPTOR: *AMERICAN INDIANS; *INDIVIDUALIZED INSTRUCTION; *MINORITY GROUPS; *RURAL EDUCATION; *TEACHER EDUCATION; TRIBES

IDENTIFIER: *TEACHER CORPS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.

ELEVEN OF THE SCHOOLS IN THIS TEACHER CORPS PROGRAM ARE ON THE NAVAJO RESERVATION AND ONE ON THE HOPI. CORPS MEMBERS PROVIDED INDIVIDUALIZED INSTRUCTION AND INTRODUCED SEVERAL NEW TEACHING METHODS TO MAKE THE INSTRUCTION MORE RELEVANT TO THE CHILDREN'S CULTURE. THESE METHODS HAVE NOW BEEN ADOPTED BY THE REGULAR TEACHING STAFF. CORPS MEMBERS ALSO PARTICIPATED IN VARIOUS EDUCATION-RELATED COMMUNITY ACTIVITIES, AND DEVISED AND CARRIED OUT A CULTURAL EXCHANGE PROJECT WITH 25 HAWAIIAN CHILDREN. EXPOSURE TO INDIAN MEMBERS, WHO MADE UP 42 PERCENT OF THE CORPS, GAVE THE CHILDREN INCENTIVE FOR THEIR OWN SCHOOLING, AND ABOUT THREE-QUARTERS OF THE INTERNS WHO HAD COMPLETED THE PROGRAM WERE HIRED AS TEACHERS IN RESERVATION SCHOOLS. THE PROGRAM ALSO BROADENED THE UNIVERSITY'S TEACHER EDUCATION PROGRAM AND FOSTERED A MORE COOPERATIVE RELATIONSHIP AMONG THE VARIOUS COLLEGES IN THE UNIVERSITY. THE ARIZONA DEPARTMENT OF EDUCATION PLANS TO INCREASE THE DISSEMINATION OF INFORMATION ON SUCCESSFUL INNOVATIONS USED BY THE CORPS, AND THE U.S. OFFICE OF EDUCATION PLANS TO OFFER TECHNICAL ASSISTANCE THROUGH THE CORPS FOR EVALUATION AND TO COOPERATE WITH THE DEPARTMENT OF EDUCATION AS SOON AS STAFF ARE AVAILABLE. (MBM)

ACCESSION NUMBER: ED053225

PUBLICATION DATE: 66

TITLE: SUPPLEMENTAL APPENDIX TO THE SURVEY ON EQUALITY OF EDUCATIONAL OPPORTUNITY. SECTION 9.10/CORRELATION TABLES.

DESCRIPTOR: ADMINISTRATOR QUALIFICATIONS; AMERICAN INDIANS; CAUCASIAN STUDENTS; *CORRELATION; *EDUCATIONAL OPPORTUNITIES; EDUCATIONAL QUALITY; MEXICAN AMERICANS; NEGRO STUDENTS; PUERTO RICANS; SCHOOL ENVIRONMENT; *STATISTICAL ANALYSIS; *STATISTICAL SURVEYS; STUDENT CHARACTERISTICS; TEACHER CHARACTERISTICS

IDENTIFIER: COLEMAN REPORT; ORIENTAL AMERICANS; *SURVEY ON EQUALITY OF EDUCATIONAL OPPORTUNITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 555P.

THIS VOLUME CONTAINS THE CORRELATION MATRICES USED IN THE REGRESSION ANALYSES REPORTED IN SECTION THREE OF THE EDUCATIONAL OPPORTUNITIES REPORT. CORRELATION MATRICES ARE GIVEN IN EACH OF THE FIVE TEST GRADES--TWELVE, NINE, SIX, THREE, AND ONE--FOR TEN RACIAL AND REGIONAL GROUPS; IN THE TOTAL NATION FOR MEXICAN AMERICANS, PUERTO RICANS, INDIAN AMERICANS, ORIENTAL AMERICANS, NEGROES, AND WHITES, AND ALSO FOR NEGROES IN THE NORTH, NEGROES IN THE SOUTH, WHITES IN THE NORTH, AND WHITES IN THE SOUTH. PRECEDING EACH OF THE SEPARATE GRADES IS A LIST OF THE NAMES OF THE VARIABLES APPEARING IN THE MATRIX, AND THE NUMBER WHICH IDENTIFIES EACH OF THE VARIABLES USED. THE VARIABLES USED ARE INDEXES COMBINING SEVERAL ITEMS FROM QUESTIONNAIRES. THESE INDEXES FROM WHICH THE REGRESSION VARIABLES WERE SELECTED ARE DESCRIBED IN SECTION 9.9 OF THE REPORT. ONE HUNDRED AND THREE VARIABLES WERE CONSTRUCTED AT EACH GRADE LEVEL (THOUGH WITH SOME VARIABLES MISSING AT LOWER LEVELS). IN THE COMPUTER PRINTOUTS REPRODUCED HERE, THESE ARE LABELED AS DEPENDENT (10 TEST SCORES), STUDENT (15 STUDENT QUESTIONNAIRE VARIABLES), TEACHER (20 TEACHER-AGGREGATE VARIABLES), PRINCIPAL AND SUPERINTENDENT (31 PRINCIPAL AND SUPERINTENDENT QUESTIONNAIRE VARIABLES), AND SCHOOL ENVIRONMENT (21 STUDENT-AGGREGATE VARIABLES). (AUTHOR/JM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, GOVT. PRINTING OFFICE, WASHINGTON, D.C. 20402 (FS 5.38:38001-SUPPLEMENT, $3.00)

ACCESSION NUMBER: ED053237

PUBLICATION DATE: 31 MAY 70

TITLE: MINORITY GROUP EMPLOYMENT IN THE FEDERAL GOVERNMENT, MAY 31, 1970.

DESCRIPTOR: AMERICAN INDIANS; BIAS; CIVIL RIGHTS; EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT PRACTICES; EMPLOYMENT STATISTICS; EMPLOYMENT TRENDS; EQUAL OPPORTUNITIES (JOBS); ESKIMOS; *FEDERAL GOVERNMENT; *GOVERNMENT EMPLOYEES; *MINORITY GROUPS; NEGRO EMPLOYMENT; SPANISH SPEAKING; *STATISTICAL SURVEYS; SURVEYS

IDENTIFIER: ALEUTS; ORIENTAL AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 74P.

MINORITY EMPLOYMENT SURVEYS IN THE FEDERAL GOVERNMENT ARE CONDUCTED AS A PART OF THE OVERALL EQUAL EMPLOYMENT OPPORTUNITY PROGRAM UNDER EXECUTIVE ORDER 11478 ISSUED BY THE PRESIDENT ON AUGUST 8, 1969. DATA IN THIS REPORT ARE BASED ON A CENSUS OF MINORITY GROUP EMPLOYMENT IN THE FEDERAL GOVERNMENT AS OF MAY 31, 1970. THE CENSUS INCLUDED NEGROES, SPANISH-SURNAMED PERSONS, AMERICAN INDIANS, ORIENTALS, AND IN ALASKA, ALEUTS AND ESKIMOS. GEOGRAPHICALLY, THE SURVEY COVERED ALL STATES (EXCEPT HAWAII), FOREIGN COUNTRIES, AND UNITED STATES TERRITORIES (EXCEPT THE COMMONWEALTH OF PUERTO RICO). FOREIGN NATIONALS OVERSEAS WERE EXCLUDED, AS WERE ALL FEDERAL CIVILIAN EMPLOYEES NOT IN A FULL-TIME STATUS AS OF MAY 31, 1970. DATA IN THIS REPORT REPRESENT WORLD-WIDE AGENCY SUMMARIES, AND THERE INTENDED ONLY AS AN INDICATOR OF OVERALL CHANGES IN THE STATUS OF EMPLOYMENT AMONG MINORITY GROUPS AT THE AGENCY LEVEL. ALTHOUGH TOTAL FEDERAL CIVILIAN EMPLOYMENT DECREASED BY NEARLY 8700 POSITIONS FROM NOVEMBER 1969 TO MAY 1970, MINORITY GROUP EMPLOYEES IN FEDERAL JOBS INCREASED BY NEARLY 1400. THERE ARE NOW 501,900 MINORITY GROUP EMPLOYEES, COMPRISING 19.4 PERCENT OF THE 2,593,000 FULL-TIME FEDERAL EMPLOYEES, UP FROM 19.2 PERCENT IN NOV. 1969. (AUTHOR/JM)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, GOVT. PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.70)

ACCESSION NUMBER: ED053379

PUBLICATION DATE: 71

TITLE: A PLAN FOR FLUENCY FIRST.

DESCRIPTOR: *AMERICAN INDIANS; *ENGLISH (SECOND LANGUAGE); *FUNCTIONAL ILLITERACY; *LANGUAGE FLUENCY; *TEACHING TECHNIQUES

IDENTIFIER: *CANADA

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 184P.

THIS PAPER PRESENTS A PROPOSAL FOR A NEW APPROACH TO THE FUNDAMENTAL PROBLEM OF ILLITERACY EXISTING AMONG THE INDIANS IN THE NORTHERN PRAIRIE PROVINCES OF CANADA. IT ALSO SUGGESTS SEVERAL WAYS IN WHICH THE USE OF NATIVE LANGUAGE CAN BE STRENGTHENED. THE APPROACH TO BE USED IN SOLVING THE LANGUAGE PROBLEM IS THE TEACHING OF ENGLISH AS A SECOND LANGUAGE (TESL). THE LEARNER'S MOTHER TONGUE IS NEVER OR RARELY USED DURING INSTRUCTION; AUTOMATIC LANGUAGE HABITS ARE DEVELOPED THROUGH REPETITIONS OF SENTENCE PATTERNS, SUBSTITUTIONS OF VOCABULARY, IN REAL OR REALISTIC SITUATIONS. THE TESL LITERACY COURSE WILL INCLUDE A VARIETY OF ORAL LANGUAGE APPROACHES AND ACTIVITIES, SUCH AS: (1) DIRECT ORAL TEACHING WITH A SMALL GROUP OF STUDENTS, (2) LANGUAGE LABORATORY PRACTICE, AND (3) DAILY "MINI-VISITS" OR OTHER GROUP ACTIVITIES. PROPOSED COURSE CONTENT INCLUDES MOST OF THE TENSES, MODALS, AND MANY CONJUNCTIONS. (CK)

AVAILABILITY: SASKATCHEWAN NEWSTART, INCORPORATED, PRINCE ALBERT, SASKATCHEWAN, CANADA (NO PRICE QUOTED)

ACCESSION NUMBER: ED053602

PUBLICATION DATE: APR 71

TITLE: PREDATOR OR PEDAGOGUE?: THE TEACHER OF THE BILINGUAL CHILD.

PERSONAL AUTHOR: NEY, JAMES W.

DESCRIPTOR: AMERICAN INDIANS; *BILINGUAL EDUCATION; *BILINGUAL STUDENTS; *CULTURAL DIFFERENCES; CULTURAL EDUCATION; CULTURALLY DISADVANTAGED; *ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; LANGUAGE PROFICIENCY; LANGUAGE TESTS; MATERIAL DEVELOPMENT; *MINORITY GROUPS; SELF CONCEPT; SPANISH SPEAKING; TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 7P.; SPECIAL ANTHOLOGY ISSUE AND MONOGRAPH 14

CULTURAL FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN A BILINGUAL EDUCATION PROGRAM. THE CULTURAL BACKGROUND OF THE STUDENTS LEARNING ENGLISH AS A SECOND LANGUAGE SHOULD NOT BE REGARDED AS INFERIOR. A REALISTIC ANALYSIS OF A STUDENT'S LANGUAGE CAPABILITY MUST BE MADE SO THAT HIS LANGUAGE-LEARNING PROBLEMS CAN BE RECOGNIZED AND SOLVED AS MUCH AS POSSIBLE. THE STUDENT MUST BE ABLE TO COPE WITH THE ENGLISH USED IN THE CLASSROOM, AND TEACHING MATERIALS MUST BE DEVELOPED TO HANDLE THESE PROBLEMS. INSTRUMENTS OF MEASUREMENT MUST BE USED TO DETERMINE THE LINGUISTIC CAPABILITY OF THE STUDENT. (VM)

JOURNAL CITATION: ENGLISH RECORD; V21 N4 P12-18 APR 1971

ACCESSION NUMBER: ED053603

PUBLICATION DATE: APR 71

TITLE: TEACHING ENGLISH TO AMERICAN INDIANS.

PERSONAL AUTHOR: HOPKINS, THOMAS R.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; CROSS CULTURAL TRAINING; *CURRICULUM DEVELOPMENT; *EDUCATIONAL POLICY; ENGLISH (SECOND LANGUAGE); ESKIMOS; FRENCH; LANGUAGE INSTRUCTION; MINORITY GROUPS; NAVAHO; SECOND LANGUAGE LEARNING; TEST CONSTRUCTION

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 8P.; SPECIAL ANTHOLOGY ISSUE AND MONOGRAPH 14

ENGLISH LANGUAGE INSTRUCTION IN SCHOOLS FOR AMERICAN INDIANS HAS PROGRESSED FROM THE ERA WHEN THERE WAS AN EFFORT TO ELIMINATE TRIBAL LANGUAGES AND REPLACE THEM WITH ENGLISH. FROM 1932 UNTIL RECENTLY TRIBAL LANGUAGES WERE ENCOURAGED, BUT THE EMPHASIS WAS ON ENGLISH. DURING THE PAST FOUR YEARS, BILINGUAL EDUCATION HAS EMERGED. THERE HAS BEEN SIGNIFICANT ACTIVITY IN CURRICULUM DEVELOPMENT, IN TESTING ENGLISH AS A SECOND LANGUAGE, AND IN RESEARCH. IN THE UNITED STATES AND CANADA, THE TREND SEEMS TO BE TOWARD USE OF THE NATIVE LANGUAGE AS WELL AS LEARNING A SECOND LANGUAGE. IT IS UNFORTUNATE THAT BILINGUAL EDUCATION HAS NOT BEEN A BASIC ELEMENT IN LANGUAGE LEARNING; IN ADDITION TO PROVIDING INSTRUCTION IN THE NATIVE LANGUAGE, IT DEVELOPS DIGNITY IN THE CHILD. THE ELIMINATION OF THE AMERICAN INDIAN LANGUAGES WOULD BE A GREAT LOSS. (VM)

JOURNAL CITATION: ENGLISH RECORD; V21 N4 P24-31 APR 1971

ACCESSION NUMBER: ED053610

PUBLICATION DATE: 6 MAR 71

TITLE: PRACTICALITIES IN TEACHING ENGLISH-AS-A-SECOND LANGUAGE TO NAVAJO CHILDREN.

PERSONAL AUTHOR: SPELL, FARALIE S.

DESCRIPTOR: AMERICAN INDIAN CULTURE; AUDIOVISUAL AIDS; BICULTURALISM; CULTURAL DIFFERENCES; CURRICULUM DEVELOPMENT; EDUCATIONAL OBJECTIVES; *ENGLISH (SECOND LANGUAGE); *INSTRUCTIONAL MATERIALS; LANGUAGE ARTS; LANGUAGE INSTRUCTION; LANGUAGE PATTERNS; *NAVAHO; SECOND LANGUAGE LEARNING; *SPEECHES; *TEACHER EDUCATION; TEACHER QUALIFICATIONS; TEACHER RECRUITMENT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT THE FIFTH ANNUAL TESOL CONVENTION, NEW ORLEANS, LA., MARCH 6, 1971

PROBLEMS ENCOUNTERED IN TEACHING ENGLISH AS A SECOND LANGUAGE TO NAVAHO CHILDREN ARE PRIMARILY DUE TO INADEQUATE TEACHER EDUCATION. THE TEACHER NEEDS A GENUINE UNDERSTANDING OF WHAT IS GOING ON, WHAT HE IS DOING, AND WHY HE IS DOING IT; HE MUST HAVE AS MUCH KNOWLEDGE AS POSSIBLE OF THE PUPILS WITH WHOM HE WORKS. TOO OFTEN ENGLISH AS A SECOND LANGUAGE IS TAUGHT IN A VACUUM AND IS GENERALLY TAKEN TO MEAN THE CHORAL REPETITION OF RATHER COLORLESS SENTENCES WHICH HAVE LITTLE RELATIONSHIP TO SPECIFIC LEARNING NEEDS OF NAVAHO CHILDREN BUT WHICH ARE SOMEHOW BELIEVED TO REFLECT THE "STRUCTURE" OF THE LANGUAGE. TEACHER TRAINING MUST BE IMPROVED SO THAT TEACHERS MAY DEVELOP SUFFICIENT UNDERSTANDING OF THE ENGLISH LANGUAGE AND OF LANGUAGE INSTRUCTION METHODOLOGY. APPROPRIATE MATERIALS IN A SEQUENTIAL RELATIONSHIP MUST BE DEVELOPED, AND TEACHERS MUST BE GIVEN FREEDOM TO USE COMMON SENSE IN RELATING THE MATERIALS TO THE CURRENT NEEDS OF THE PUPILS. A BIBLIOGRAPHY IS INCLUDED. (AUTHOR/VM)

ACCESSION NUMBER: ED053614

PUBLICATION DATE: JUN 71

TITLE: BIBLIOGRAPHY OF INDIAN EDUCATION AND CURRICULUM INNOVATION.

PERSONAL AUTHOR: SCOON, ANNABELLE R.

DESCRIPTOR: ABSTRACTS; ACADEMIC ACHIEVEMENT; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; *BILINGUAL EDUCATION; *CURRICULUM DEVELOPMENT; EDUCATIONAL INNOVATION; INSTRUCTIONAL MATERIALS; *REFERENCE MATERIALS; STUDENT INTERESTS; STUDENT NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 62P.

THIS BIBLIOGRAPHY OF ERIC DOCUMENTS (BOTH JOURNAL AND NON-JOURNAL MATERIALS) CONTAINS MORE THAN 200 ENTRIES WITH ABSTRACTS. THE WORK IS INTENDED FOR THOSE SEEKING TO GAIN INSIGHT INTO THE CULTURAL AND SOCIOLOGICAL BACKGROUND OF THE AMERICAN INDIAN STUDENT, HIS ACADEMIC STRENGTHS AND WEAKNESSES, AND CURRENT INNOVATIONS IN THE DEVELOPMENT OF CURRICULUM FOR THESE STUDENTS. THE REPORT IS DIVIDED INTO THREE AREAS: (1) INDIAN EDUCATION AND BILINGUALISM, (2) GENERAL ASPECTS OF AMERICAN INDIAN EDUCATION, AND (3) INNOVATIVE CURRICULUM CONCEPTS AND MATERIALS. ORDER NUMBERS FOR THE DOCUMENTS WHICH ARE AVAILABLE FROM THE ERIC DOCUMENT REPRODUCTION SERVICE ARE INCLUDED. (RL)

ACCESSION NUMBER: ED053629

PUBLICATION DATE: 70

TITLE: CLARK COUNTY SCHOOL DISTRICT ESEA TITLE I FINAL EVALUATION, 1969-70.

DESCRIPTOR: *AMERICAN INDIANS; BICULTURALISM; BILINGUAL EDUCATION; BILINGUAL STUDENTS; EDUCATIONAL PROGRAMS; *ENGLISH (SECOND LANGUAGE); EXPERIMENTAL SCHOOLS; FEDERAL PROGRAMS; INSTRUCTIONAL PROGRAM DIVISIONS; MIGRANT CHILD EDUCATION; PROGRAM CONTENT; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; QUESTIONNAIRES; *SPANISH SPEAKING; SUMMER PROGRAMS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE: 412P.

THIS DOCUMENT PRESENTS STATISTICAL DATA WITH EVALUATIVE COMMENTARY ON THE VARIOUS ASPECTS AND ACTIVITIES OF THE CLARK COUNTY, NEVADA, TITLE 1, ESEA PROJECT. THE ACTIVITIES EVALUATED INCLUDE: (1) SOCIAL EXPERIENCES FOR LANGUAGE DEVELOPMENT, (1A) SUMMER EXTENSION OF SOCIAL EXPERIENCES FOR LANGUAGE DEVELOPMENT, (2) BILINGUAL LANGUAGE DEVELOPMENT PROGRAM FOR SPANISH-SPEAKING STUDENTS, (2A) SUMMER EXTENSION OF BILINGUAL LANGUAGE DEVELOPMENT PROGRAM FOR SPANISH-SPEAKING STUDENTS, (3) MOAPA MIGRANT STUDENT PROGRAM, (3A) SUMMER EXTENSION OF MOAPA MIGRANT STUDENT PROGRAM, (4) ST. YVES REMEDIAL PROGRAM, (5) ST. JUDES SUMMER PROGRAM, (6) SPRING MOUNTAIN SUMMER PROGRAM, (7) SOUTHERN NEVADA CHILDREN'S HOME REMEDIAL PROGRAM, AND (8) PRESERVICE ACTIVITY. APPENDIXES FOR MANY OF THE ACTIVITIES INCLUDE RESULTS DERIVED FROM A TITLE 1 TEACHER OPINIONNAIRE, A FAMILY-AIDE OPINIONNAIRE, AND A PARENT-REACTION FORM. (RL)

ACCESSION NUMBER: ED053841

PUBLICATION DATE: 23 DEC 70

TITLE: INDIAN AND MIGRANT EDUCATION PROGRAMS: A REPORT TO THE WASHINGTON STATE LEGISLATURE BY THE SUBCOMMITTEE ON INDIAN AND MIGRANT EDUCATION OF THE JOINT COMMITTEE ON EDUCATION.

DESCRIPTOR: *AMERICAN INDIANS; BICULTURALISM; BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; CULTURAL DISADVANTAGEMENT; *EDUCATIONAL DISADVANTAGEMENT; EDUCATIONAL IMPROVEMENT; FAMILY PROGRAMS; *MIGRANT EDUCATION; *RURAL EDUCATION; SCHOOL SERVICES; *STATE ACTION; STATE LEGISLATION

IDENTIFIER: WASHINGTON STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 25P.

"BECAUSE OF THE GROWING CONCERN FOR THE EDUCATIONAL DISADVANTAGES SUFFERED BY STUDENTS COMING FROM CULTURALLY DISADVANTAGED BACKGROUNDS, AND BECAUSE OF THE SUBSTANTIAL NUMBERS OF INDIAN AND MIGRANT STUDENTS EDUCATED IN THE STATE OF WASHINGTON, THE 1969-71 JOINT COMMITTEE ON EDUCATION CREATED A SPECIAL SUBCOMMITTEE TO GIVE SPECIFIC ATTENTION TO INDIAN AND MIGRANT EDUCATION PROBLEMS." THIS DOCUMENT, THE FIRST REPORT TO THE WASHINGTON STATE LEGISLATURE COMPILED BY THE SUBCOMMITTEE, CONTAINS 11 CATEGORIES OF INVESTIGATION WITH 16 RECOMMENDATIONS. CATEGORIES ARE URBAN, RACIAL, AND DISADVANTAGED (URD) PROGRAMS FOR MIGRANTS AND AMERICAN INDIANS; URBAN INDIAN AND MIGRANT PROGRAMS; BICULTURAL EDUCATION; COMMUNITY INVOLVEMENT; COMMUNITY SCHOOLS; FAMILY EDUCATION; MOBILE EDUCATIONAL SERVICES; BILINGUAL EDUCATION; INTERDISTRICT COOPERATION; NUTRITION; AND SCHOOL LUNCH PROGRAM DISCRIMINATION. AMONG THE RECOMMENDATIONS, IT IS SUGGESTED THAT THE SUPERINTENDENT OF PUBLIC INSTRUCTION OFFICE BE DIRECTED BY STATUTE TO EXERCISE THE INITIATIVE IN DEVELOPMENT OF URD PROGRAMS IN SCHOOL DISTRICTS SERVING URBAN, MINORITY, AND DISADVANTAGED STUDENTS AND WHERE THERE IS A LACK OF SUFFICIENT EXPERTISE FOR THE DEVELOPMENT OF ACCEPTABLE PROGRAM PROPOSALS; THAT LOCAL SCHOOL OFFICIALS AND THE SUPERINTENDENT OF PUBLIC INSTRUCTION MAKE A SPECIAL EFFORT TO IDENTIFY ALL INDIAN AND MIGRANT FAMILIES AND TO PROVIDE PROGRAMS TO SEE THAT THE SPECIAL NEEDS OF SUCH STUDENTS ARE MET; AND THAT ALL SCHOOL DISTRICTS SERVING MIGRANT AND INDIAN PEOPLE BEGIN DEVELOPING BICULTURAL EDUCATION PROGRAMS IN COOPERATION WITH CITIZENS FROM THEIR COMMUNITIES. (JB)

ACCESSION NUMBER: ED053844

PUBLICATION DATE: 30 SEP 69

TITLE: FINAL REPORT TO THE GOVERNOR AND THE LEGISLATURE BY THE STATE ADVISORY COMMISSION ON INDIAN AFFAIRS.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; DEMOGRAPHY; *EDUCATIONAL DISADVANTAGEMENT; EMPLOYMENT; GOVERNMENT ROLE; HEALTH NEEDS; HISTORY; HOUSING; *RURAL URBAN DIFFERENCES; SANITARY FACILITIES; *SOCIOECONOMIC INFLUENCES; *STATE LEGISLATION

IDENTIFIER: CALIFORNIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 49P.

THE STATED PURPOSE OF THE STATE ADVISORY COMMISSION ON INDIAN AFFAIRS WAS TO STUDY THE PROBLEMS OF CALIFORNIA'S AMERICAN INDIANS, INCLUDING "THE PROBLEMS PRESENTED BY THE TERMINATION OF FEDERAL CONTROL OVER INDIAN AFFAIRS, THE OPERATION, EFFECT, ADMINISTRATION, ENFORCEMENT, AND NEEDED REVISION OF ANY AND ALL STATE LAWS" PERTAINING TO THE INDIANS AS WELL AS THE 3 RELOCATION CENTERS IN CALIFORNIA AND TO "REPORT ITS FINDINGS, TOGETHER WITH ANY SUGGESTED LEGISLATION, TO THE GOVERNOR AND TO THE LEGISLATURE." IN THIS FINAL REPORT, A HISTORY OF SOCIOECONOMIC CONDITIONS OF INDIANS IN CALIFORNIA, APPENDICES OF LEGISLATION RELEVANT TO INDIAN AFFAIRS, AND SUMMARIES OF FINDINGS AND RECOMMENDATIONS ARE INCLUDED. AMONG THE 68 FINDINGS AND RECOMMENDATIONS ARE THOSE PERTAINING TO PROBLEMS WITH EDUCATION, HEALTH, EMPLOYMENT, HOUSING, AND SOCIAL WELFARE FOR URBAN AND RURAL INDIAN POPULATIONS. (JB)

ACCESSION NUMBER: ED053846

PUBLICATION DATE: SEP 70

TITLE: SELECT COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITY, UNITED STATES SENATE, 91ST CONGRESS, 2ND SESSION, SEPTEMBER 1970. INTERIM REPORT.

DESCRIPTOR: AMERICAN INDIANS; COMMITTEES; EDUCATIONAL DISADVANTAGEMENT; *EQUAL EDUCATION; FEDERAL LEGISLATION; *GOVERNMENT ROLE; *MEXICAN AMERICANS; *MINORITY GROUPS; RACIAL INTEGRATION; *SCHOOL INTEGRATION; SPANISH SPEAKING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.

AS REPORTED, THE PURPOSES OF THE SENATE'S SELECT COMMITTEE ON EQUAL EDUCATIONAL OPPORTUNITY ARE "TO STUDY THE EFFECTIVENESS OF EXISTING LAWS AND POLICIES IN ASSURING EQUALITY OF EDUCATIONAL OPPORTUNITY, INCLUDING POLICIES OF THE UNITED STATES WITH REGARD TO SEGREGATION ON THE GROUND OF RACE, COLOR, OR NATIONAL ORIGIN, WHATEVER THE FORM OF SUCH SEGREGATION, AND TO EXAMINE THE EXTENT TO WHICH POLICIES ARE APPLIED UNIFORMLY IN ALL REGIONS OF THE UNITED STATES." ACTIVITIES OF THE COMMITTEE DURING THE FIRST 5 MONTHS OF OPERATION ARE COVERED IN THIS REPORT. AMONG THE TOPICS DISCUSSED ARE THOSE HEARINGS THAT WERE CONCERNED WITH THE EFFECTS OF RACIAL OR ETHNIC SEGREGATION IN THE SCHOOLS ON BLACK, WHITE, MEXICAN AMERICAN, AND INDIAN CHILDREN; PROPOSALS TO REMEDY THE PROBLEMS OF RACIAL OR ETHNIC SEGREGATION IN THE SCHOOLS (E.G., CREATION OF EDUCATIONAL PARKS, THE PAIRING OF SCHOOLS, AND VARIOUS FORMS OF URBAN-SUBURBAN AND INTER-DISTRICT COOPERATION); AND THE PARTICULAR NEEDS AND EDUCATIONAL PROBLEMS FACING AMERICAN INDIANS. PLANS FOR THE FUTURE, AS OUTLINED, INCLUDE HEARINGS ON SCHOOL DESEGREGATION, SPECIAL EDUCATIONAL NEEDS AND PROBLEMS OF MEXICAN AMERICANS, AND CAUSES OF AND REMEDIES FOR DE FACTO SEGREGATION; INVESTIGATION OF REASONS FOR AND EFFECTS OF RACIAL OR ETHNIC ISOLATION IN THE SCHOOLS; AND EXPLORATION OF THE EFFECTS OF ISOLATION, SCHOOL FINANCING, AND UNEQUAL RESOURCES. (JB)

ACCESSION NUMBER: ED053851

PUBLICATION DATE: JAN 68

TITLE: A SURVEY CONCERNING LIBRARY SERVICES ACCESSIBLE TO STUDENTS IN SELECTED INDIAN SCHOOLS IN THE UNITED STATES IN 1967.

PERSONAL AUTHOR: FORD, MARY ESTELLE

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING SCHOOLS; *DAY SCHOOLS; *LIBRARY SERVICES; *LIBRARY SURVEYS; QUESTIONNAIRES

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 64P.; MASTER'S THESIS SUBMITTED TO SAN JOSE STATE COLLEGE, SAN JOSE, CALIFORNIA

OF THE 254 SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS FOR AMERICAN INDIAN STUDENTS, 115 WERE SURVEYED IN THIS MASTER'S THESIS. PURPOSES OF THE STUDY WERE (1) TO DESCRIBE THE KINDS AND AMOUNTS OF LIBRARY SERVICES ACCESSIBLE TO STUDENTS IN INDIAN SCHOOLS; (2) TO INDICATE ANY DEFICIENCIES BY COMPARING THESE SERVICES WITH AMERICAN LIBRARY ASSOCIATION STANDARDS; AND (3) TO PRESENT SUGGESTIONS BY INDIAN SCHOOL SUPERINTENDENTS, PRINCIPALS, TEACHERS, OR LIBRARIANS FOR THE IMPROVEMENT OF INDIAN SCHOOL LIBRARY SERVICES. A 4-PAGE QUESTIONNAIRE WAS SENT TO THE PRINCIPAL OR LIBRARIAN AT EACH OF THE 115 INDIAN DAY SCHOOLS, BOARDING SCHOOLS, HOSPITAL SCHOOLS, OR TRAILER SCHOOLS. IT WAS CONCLUDED THAT INDIAN SCHOOLS GENERALLY DID NOT MEET THE MAJORITY OF THE AMERICAN LIBRARY ASSOCIATION'S MINIMUM STANDARDS. THE BEST SHOWINGS WERE IN ANNUAL PER-PUPIL LIBRARY FUNDING, SEATING, AND PROFESSIONAL PERIODICALS SUBSCRIBED TO; THE POOREST SHOWINGS WERE IN NUMBERS OF LIBRARIANS, CLERICAL HELP, AND BOOK AND MAGAZINE COLLECTIONS. NO CORRELATION WAS FOUND BETWEEN THE SIZE OR GRADE LEVEL OF THE SCHOOL AND THE KINDS AND AMOUNTS OF LIBRARY SERVICES PROVIDED. (JH)

ACCESSION NUMBER: ED053854

PUBLICATION DATE: 71

TITLE: GIVE OR TAKE A CENTURY: AN ESKIMO CHRONICLE.

PERSONAL AUTHOR: SENUNGETUK, JOSEPH E.

DESCRIPTOR: ACCULTURATION; AMERICAN INDIANS; *AUTOBIOGRAPHIES; COMMUNICATION PROBLEMS; *CULTURE CONFLICT; DISADVANTAGED ENVIRONMENT; *ESKIMOS; ETHNIC STEREOTYPES; GROUP RELATIONS; GROUP UNITY; *MODERN HISTORY; *RACIAL DISCRIMINATION; RELIGIOUS CONFLICT; ROLE CONFLICT; SUPPLEMENTARY READING MATERIALS

IDENTIFIER: ALASKA

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 206P.

WRITTEN BY AN ESKIMO WHO CREATED ALL THE BOOK'S ART WORK, DRAWINGS, AND ILLUSTRATIONS, THIS NARRATIVE PORTRAYS THE THEME THAT PRIOR TO WHITE CONTACT THE ESKIMOS HAD A COMPLEX, SATISFYING, TECHNOLOGICALLY DEVELOPED, AND PROGRESSIVE CULTURE WHICH WAS IMMOBILIZED, FRAGMENTED, AND EXPLOITED BY EUROPEAN INVADERS: HENCE THE TITLE--GIVE OR TAKE A CENTURY, HOW MUCH LONGER MUST THE NATIVE ALASKAN WAIT FOR THE RESTORATION OF HIS RIGHTS? THE BOOK IS BY TURNS AUTOBIOGRAPHICAL AS IT TRACES THE JOURNEY OF AN ESKIMO BOY AND HIS FAMILY FROM THE REMNANT OF ESKIMO LIFE OF WALES, ALASKA, IN THE 1940'S TO THE ACCULTURATED SUBSISTENCE COMMON TO "VILLAGERS" OF NOME, ALASKA, IN THE 50'S AND 60'S. A CHRONOLOGY OF ALASKAN NATIVE HISTORY DETAILS THE CATACLYSMIC CHANGE IN THE NATIVE WAY OF LIFE THAT COMMENCED WITH THE FIRST EUROPEAN CONTACT. IN THE HOPE THAT "STUDYING THEIR ARTS, ONE MAY BEGIN TO UNDERSTAND THE HEART AND SPIRIT OF A PEOPLE," A DESCRIPTION IS GIVEN OF INVENTIONS AND CONTRIBUTIONS TO CIVILIZATION MADE BY THE NATIVE ALASKANS. A LIST OF NATIVE ORGANIZATIONS AND A LIST OF PEOPLE ("NAMES YOU SHOULD KNOW) CONCLUDE THE WORK. (BO)

AVAILABILITY: THE INDIAN HISTORIAN PRESS, INC., 1451 MASONIC AVENUE, SAN FRANCISCO, CALIFORNIA 94117 ($10.00)

ACCESSION NUMBER: ED054034

PUBLICATION DATE: AUG 66

TITLE: MESA VERDE: A STUDY OF MAN IN AN AGRICULTURAL SETTING. STUDENT MANUAL.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ARCHAEOLOGY; ENRICHMENT ACTIVITIES; *ETHNIC STUDIES; SECONDARY GRADES; *SOCIAL STUDIES UNITS; TRIBES

IDENTIFIER: ANASAZI; COLORADO; *MESA VERDE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 67P.

THIS STUDENT MANUAL CONTAINS INFORMATION AND GUIDES TO ASSIST THE SECONDARY STUDENT IN FUNCTIONING AS AN ARCHEOLOGIST. INCLUDED ARE FABLES, PICTURES FOR ANALYSIS, A TIME LINE AND DESCRIPTION OF THE PRE-HISTORY OF MESA VERDE, COLORADO. THE MANUAL CONCLUDES WITH ARTIFACT IDENTIFICATION WORD SHEETS. A RELATED DOCUMENT IS [illegible] 001 722. (AWW)

ACCESSION NUMBER: ED054035

PUBLICATION DATE: AUG 66

TITLE: MESA VERDE: A STUDY OF MAN IN AN AGRICULTURAL SETTING. LIBRARY PACKET.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ANTHROPOLOGY; *ECOLOGY; ENRICHMENT ACTIVITIES; *ETHNIC STUDIES; INSTRUCTIONAL MATERIALS; SECONDARY GRADES; *SOCIAL STUDIES UNITS; TRIBES

IDENTIFIER: ANASAZI; COLORADO; *MESA VERDE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 29P.

THIS COLLECTION OF SECONDARY READINGS CONTAINS GENERAL INFORMATION ABOUT THE ECOLOGY OF LIVING SPACE, AND SPECIFIC INFORMATION ABOUT THE PREHISTORY ECOLOGY OF MESA VERDE, COLORADO. THERE IS ALSO A SECTION ON HOW ANTHROPOLOGISTS USE TREES TO DATE ARTIFACTS. A RELATED DOCUMENT IS INDEXED AS ED 001 721. (AWW)

ACCESSION NUMBER: ED054071

PUBLICATION DATE: SEP 71

TITLE: THE IMPLICATIONS OF BILINGUAL EDUCATION FOR DEVELOPING MULTICULTURAL SENSITIVITY THROUGH TEACHER EDUCATION.

PERSONAL AUTHOR: ZINTZ, MILES V.; AND OTHERS

DESCRIPTOR: AMERICAN INDIAN CULTURE; *BILINGUAL EDUCATION; *CROSS CULTURAL TRAINING; *CULTURAL DIFFERENCES; *ENGLISH (SECOND LANGUAGE); MEXICAN AMERICANS; SPANISH SPEAKING; *TEACHER EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 76P.

TEACHERS MUST BE CONTINUOUSLY ALERT TO THE DIFFERENCES IN LANGUAGES, VALUES, AND CUSTOMS AND SEEK TO UNDERSTAND THEIR STUDENTS AS REAL PEOPLE. OTHERWISE THE STUDENT WHO MUST LEARN ENGLISH AS A SECOND LANGUAGE DEVELOPS INSECURITY INSTEAD OF SECURITY. WHEN THE ACCEPTABLE NORM IN A CLASS HAS BEEN BASED ON THE WORK OF THE TYPICAL MIDDLE-CLASS ANGLO, THE CULTURALLY DIFFERENT STUDENT HAS HAD FAILURE PREDETERMINED FOR HIM. LANGUAGE MATURITY NEEDS TO BE ASSESSED IN THESE CHILDREN IN TERMS OF AUDITORY DISCRIMINATION OF ALL THE NECESSARY PHONEMES, AND THE HABITUAL USE OF THE CORRECT SYNTAX OF GRAMMAR. INTERACTION WITH THE TEACHER ON AN INDIVIDUAL BASIS IS ALSO CRUCIAL FOR THE CHILD. IF THE CHILD UNDERSTANDS SOUND PATTERNS IN ENGLISH, THE BEGINNING INSTRUCTION SHOULD BE IN ENGLISH; IF HE UNDERSTANDS SPANISH, THE INSTRUCTION SHOULD BE IN SPANISH. THE SECOND LANGUAGE SHOULD BE INTRODUCED SYSTEMATICALLY BUT GRADUALLY, TO DEVELOP GENUINE BILINGUALISM IN THE STUDENT. THE BILINGUAL-BICULTURAL PROGRAM ENCOMPASSES ALL THE DOMAINS OF THE LEARNING PROCESS. THE STUDENT SHOULD ACQUIRE THE CONCEPTS AND SKILLS OF TWO LANGUAGES, AND SHOULD ATTAIN A POSITIVE SELF-IMAGE THROUGH THE UNDERSTANDING OF THE VALUE OF HIS OWN CULTURE. A MULTICULTURAL PROGRAM INCREASES THE APPRECIATION OF THE CONTRIBUTIONS OF OTHER CULTURES, AND FOSTERS THE DEMOCRATIC IDEALS. (MBM)

ACCESSION NUMBER: ED054098

PUBLICATION DATE: 69

TITLE: FAMILIES IN THE COMMUNITY. SOCIAL STUDIES GUIDE, UNIT II, YEAR 1.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CURRICULUM GUIDES; *FAMILY LIFE; *GRADE 1; *SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 49P.

GRADES OR AGES: GRADE 1. SUBJECT MATTER: SOCIAL STUDIES: FAMILIES IN THE COMMUNITY. ORGANIZATION AND PHYSICAL APPEARANCE: THE INTRODUCTORY MATERIAL INCLUDES AN OVERVIEW OF THE UNIT, SUGGESTIONS FOR INCORPORATING IT IN THE K-12 SOCIAL STUDIES PROGRAM, AND SUGGESTED WAYS TO INITIATE THE UNITS. THE MAIN TEXT IS PRESENTED IN FOUR COLUMNS: CONTENT, TEACHER DIRECTION, STUDENT LEARNING ACTIVITIES, AND RESOURCES. (ALL RESOURCE MATERIALS ARE IN FACT LISTED IN THE BIBLIOGRAPHY, LEAVING THIS COLUMN BLANK.) ADDITIONAL MATERIAL INCLUDES A SHORT SECTION ON EVALUATION, A BIBLIOGRAPHY, AND A SAMPLE UNIT ON A SIOUX FAMILY. THE GUIDE IS MIMEOGRAPHED AND STAPLE-BOUND WITH A SOFT COVER. OBJECTIVES AND ACTIVITIES: GENERAL OBJECTIVES ARE GIVEN IN THE INTRODUCTORY MATERIAL. STUDENT ACTIVITIES ARE LISTED IN THE MAIN TEXT. INSTRUCTIONAL MATERIALS: THE BIBLIOGRAPHY LISTS BOOKS, PICTURES, FILMS, FILMSTRIPS, AND RECORDS. STUDENT ASSESSMENT: CRITERIA ARE PROVIDED FOR STUDENT SELF-EVALUATION, TEACHER EVALUATION OF STUDENTS, AND TEACHER SELF-EVALUATION. (MBM)

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ACCESSION NUMBER: ED054143

PUBLICATION DATE: NOV 70

TITLE: LITERATURE FOR THE NATIVE AMERICAN (THE AMERICAN INDIAN).

PERSONAL AUTHOR: RICKARDS, MONTANA HOPKINS

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIES; CULTURAL CONTEXT; EDUCATIONAL NEEDS; *ENGLISH INSTRUCTION; *ETHNIC STUDIES; *LITERATURE; *TEACHER RESPONSIBILITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 23P.: SPEECH GIVEN AT THE ANNUAL CONVENTION OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (60TH, ATLANTA, NOVEMBER 1970)

INTEREST IN THE AMERICAN INDIAN IS BEING SHOWN IN PUBLICATIONS OF VARIOUS TYPES, AS WELL AS BY THE HOLDING OF MEETINGS AND THROUGH CONGRESSIONAL ACTION AND THE BUREAU OF INDIAN AFFAIRS. AN UNDERSTANDING OF THE INDIAN CAN BE GAINED THROUGH HIS LITERATURE, POETRY, LEGENDS, ART, AND MUSIC. IT CAN BE FOUND IN HIS NEWSPAPERS, MAGAZINES, AND JOURNALS. IF TEACHERS ARE TO HELP IN RETAINING INDIANS IN THE SCHOOLS, THEY SHOULD ACQUAINT THEMSELVES WITH THE INDIAN CULTURE AND FIND INSTRUCTIONAL MATERIALS THAT ARE RELEVANT TO THIS POPULATION. TEN FILMS OR TAPES AND ONE RECORD CONCERNING THE NATIVE AMERICAN ARE PROVIDED BY THE ERIC CLEARINGHOUSE AT STANFORD UNIVERSITY. THE ABORIGINAL TRIBAL GROUPS OF NORTH AMERICA, NUMBERING 253, ARE LISTED UNDER THE GEOGRAPHIC REGION WHICH THEY INHABITED. A BIBLIOGRAPHY CONTAINING 82 ENTRIES IS GIVEN. (DB)

ACCESSION NUMBER: ED054575

PUBLICATION DATE: FEB 71

TITLE: MINORITY GROUPS: EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES.

DESCRIPTOR: AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *BIBLIOGRAPHIES; *DISADVANTAGED YOUTH; ETHNIC GROUPS; *EXCEPTIONAL CHILD EDUCATION; MEXICAN AMERICANS; *MINORITY GROUPS; NEGRO YOUTH; RESEARCH PROJECTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

SEVENTY-SIX REFERENCES ARE INCLUDED IN THE ANNOTATED BIBLIOGRAPHY DEALING WITH MINORITY GROUPS, PARTICULARLY THE EDUCATION OF CHILDREN FROM MINORITY GROUPS. ENTRIES INCLUDE TEXTS, JOURNAL ARTICLES, AND MANY RESEARCH REPORTS. SOME OF THE MAJOR TOPICS COVERED BY THE DOCUMENTS ARE AMERICAN INDIANS, MEXICAN AMERICANS, NEGRO YOUTH, ETHNIC GROUPS, CULTURAL DISADVANTAGEMENT, SOCIOECONOMIC DISADVANTAGEMENT, EDUCATIONAL NEEDS ENVIRONMENTAL INFLUENCES, INTELLIGENCE, MENTAL RETARDATION, AND TEACHING METHODS. THE BIBLIOGRAPHY, WHICH CONTAINS BIBLIOGRAPHIC DATA, AVAILABILITY INFORMATION, INDEXING AND RETRIEVAL DESCRIPTORS, AND ABSTRACTS FOR ALL ENTRIES, IS ONE IN A SERIES OF OVER 50 SIMILAR COMPILATIONS RELATED TO EXCEPTIONAL CHILDREN. AUTHOR AND SUBJECT INDEXES ARE PROVIDED. REFERENCES WERE SELECTED FROM EXCEPTIONAL CHILD EDUCATION ABSTRACTS. (KW)

ACCESSION NUMBER: ED054665

PUBLICATION DATE: APR 68

TITLE: WORKPAPERS IN ENGLISH AS A SECOND LANGUAGE, VOLUME II .

PERSONAL AUTHOR: RAND, EARL, ED.

DESCRIPTOR: AMERICAN INDIANS; *APPLIED LINGUISTICS; *BILINGUAL EDUCATION; CURRICULUM DEVELOPMENT; *ENGLISH (SECOND LANGUAGE); GRAMMAR; LANGUAGE TESTS; LANGUAGE USAGE; MORPHOLOGY (LANGUAGES); MULTILINGUALISM; PATTERN DRILLS (LANGUAGE); PRONUNCIATION INSTRUCTION; *SECOND LANGUAGE LEARNING; SENTENCES; SHORT STORIES; STRUCTURAL ANALYSIS; STRUCTURAL LINGUISTICS; *TEACHING METHODS; TEXTBOOK SELECTION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 92P.

THIS VOLUME PRESENTS THE 1968 COLLECTION OF WORKING PAPERS IN THE FIELD OF TEACHING ENGLISH AS A SECOND LANGUAGE (TESL). IT INCLUDES DISCUSSIONS OF SEVERAL PRACTICALITIES IN THE FIELD OF ENGLISH LANGUAGE TEACHING SUCH AS CHOOSING LITERATURE AND SHORT STORIES FOR NON-NATIVE SPEAKERS, CRITERIA FOR SELECTING TEXTBOOKS, EDUCATIONAL PROBLEMS INVOLVED IN TESL, LANGUAGE LEARNING AMONG THE NAVAHO, ENGLISH LANGUAGE TEACHING AT HOME AND ABROAD, TESL IN A PLANNED MULTILINGUAL SITUATION, AND FREE RECALL OF ORALLY PRESENTED SENTENCES AS A TEST OF ENGLISH COMPETENCE. SEVERAL ARTICLES DISCUSS APPLIED LINGUISTIC THEORY ON SUCH DIVERSE TOPICS AS THE ROLE OF RULES IN SECOND LANGUAGE LEARNING, TEACHING PRONUNCIATION, AND A RATIONALE FOR TEACHING A SECOND LANGUAGE. (VM)

ACCESSION NUMBER: ED054811

PUBLICATION DATE: JUL 71

TITLE: FINAL REPORT TO THE FOUR CORNERS REGIONAL COMMISSION ON MOBILE LIBRARY SERVICES TO NAVAJO AND APACHE COUNTIES .

DESCRIPTOR: *AMERICAN INDIANS; BOOKMOBILES; LIBRARY MATERIALS; *LIBRARY SERVICES; *MOBILE EDUCATIONAL SERVICES; PUBLIC LIBRARIES; *READING MATERIALS; RESERVATIONS (INDIAN)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 31P.;(0 REFERENCES)

THE OBJECTIVES OF THE FOUR CORNERS BOOKMOBILE PROJECT ARE TO PROVIDE PUBLIC LIBRARY SERVICE RELATED TO THE ECONOMIC AND SOCIAL DEVELOPMENT AND EDUCATIONAL NEEDS OF THE INDIAN RESERVATIONS IN NORTHEASTERN ARIZONA BY MEANS OF A MOBILE LIBRARY UNIT. THE IMPLICIT OBJECTIVES ARE TO MAKE LIBRARY SERVICE AVAILABLE AND MEANINGFUL TO PEOPLE WHO ARE NOT ACCUSTOMED TO HAVING BOOKS AVAILABLE IN ANY GREAT NUMBERS AND WHO ARE KNOWN FOR THEIR STRONG ORAL TRADITIONS. (MM)

ACCESSION NUMBER: ED054876

PUBLICATION DATE: SEP 67

TITLE: RURAL POVERTY, HEARINGS BEFORE THE NATIONAL ADVISORY COMMISSION ON RURAL POVERTY (TUCSON, ARIZONA, JANUARY 26-27, 1967).

DESCRIPTOR: *AGRICULTURAL LABORERS; *AMERICAN INDIANS; COMMUNITY; DEPRESSED AREAS (GEOGRAPHIC); *ECONOMIC DISADVANTAGEMENT; FAMILY PLANNING; *GOVERNMENT ROLE; HEALTH; HOUSING; INFORMATION SEEKING; JOBS; MANPOWER DEVELOPMENT; MEXICAN AMERICANS; ORGANIZATION; *RURAL AREAS; RURAL DEVELOPMENT; RURAL EDUCATION; RURAL POPULATION; UNEMPLOYMENT; WELFARE SERVICES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE: 409P.

ON SEPTEMBER 27, 1966, PRESIDENT LYNDON B. JOHNSON ESTABLISHED THE NATIONAL ADVISORY COMMISSION ON RURAL POVERTY. TO THIS COMMISSION, HE DELEGATED THE RESPONSIBILITY OF MAKING A COMPREHENSIVE STUDY AND APPRAISAL OF THE CURRENT ECONOMIC SITUATIONS AND TRENDS IN AMERICAN RURAL LIFE. IN FULFILLING THIS RESPONSIBILITY, THE NATIONAL ADVISORY COMMISSION ON RURAL POVERTY CONDUCTED PUBLIC HEARINGS IN TUCSON, ARIZONA; MEMPHIS, TENNESSEE; AND WASHINGTON, D.C. THE VERBATIM TRANSCRIPT CONTAINED IN THIS VOLUME IS A RESULT OF THE 2-DAY PUBLIC HEARING IN TUCSON ON JANUARY 26-27, 1967; AT THESE HEARINGS, WITNESSES REPRESENTING AMERICAN INDIANS AND MIGRANT WORKERS WERE AMONG THOSE WHO TESTIFIED. TWO ADDITIONAL VOLUMES CONTAIN THE PROCEEDINGS OF THE HEARINGS IN MEMPHIS (RC 001 945) AND WASHINGTON, D.C. (RC 002 004). ALL 3 VOLUMES OF HEARINGS CONDUCTED BY THIS COMMISSION ARE VERBATIM TRANSCRIPTS OF THE RESPECTIVE HEARING PROCEEDINGS. BASED UPON THESE PUBLIC HEARINGS AND OTHER EXTENSIVE RESEARCH, THE COMMISSION PRESENTED A FINAL REPORT TO PRESIDENT JOHNSON ON SEPTEMBER 27, 1967. THE FINAL REPORT, WHICH IS CONTAINED IN ANOTHER VOLUME (ED 016 543), DESCRIBES THE POVERTY IN AMERICA IN 1967 AND RECOMMENDS "THE MOST EFFICIENT AND PROMISING MEANS OF PROVIDING OPPORTUNITIES FOR THE RURAL POPULATION TO SHARE IN AMERICA'S ABUNDANCE." (LS)

ACCESSION NUMBER: ED054882

PUBLICATION DATE: 10 OCT 69

TITLE: SECOND ANNUAL REPORT ON A CONFERENCE ON INDIAN EDUCATION (RIVERTON, WYOMING, OCT. 9 & 10, 1969).

DESCRIPTOR: *AMERICAN INDIANS; COMMUNICATION PROBLEMS; *CONFERENCE REPORTS; *CULTURAL AWARENESS; CURRICULUM EVALUATION; DROPOUT PROBLEMS; *EDUCATION; EDUCATIONAL NEEDS; *EDUCATIONAL PROBLEMS; PARENT SCHOOL RELATIONSHIP; RELEVANCE (EDUCATION); SOCIOCULTURAL PATTERNS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 42P.

"THE PURPOSE OF THIS CONFERENCE WAS TO STUDY AND EXPLORE CURRENT PROBLEMS FACING INDIAN EDUCATION TODAY RELATIVE TO THE HIGH DROP-OUT RATE OF INDIAN YOUTH IN OUR PUBLIC SCHOOLS, THE APPARENT COMMUNICATION PROBLEMS BETWEEN TEACHERS AND INDIAN STUDENTS, THE CULTURAL HERITAGE OF THE AMERICAN INDIAN AND ITS EFFECT ON EDUCATION, RELATIONSHIPS BETWEEN SCHOOL ADMINISTRATORS AND INDIAN PARENTS, AND A MEANS OF DEVELOPING A CURRICULUM AND MATERIALS MORE RELEVANT TO THE INDIAN WORLD." THIS PUBLICATION CONTAINS MAJOR ADDRESSES PRESENTED BY GUEST SPEAKERS, PANEL DISCUSSIONS AND SUMMARIES OF SPEECHES BY PROMINENT EDUCATORS IN INDIAN EDUCATION, MOST FREQUENTLY ASKED QUESTIONS (AND ANSWERS) CONCERNING INDIAN EDUCATION, AND A SUMMARY OF THE CONFERENCE EVALUATION. (BO)

ACCESSION NUMBER: ED054883

PUBLICATION DATE: AUG 71

TITLE: BILINGUAL/BICULTURAL EDUCATION -- AN EFFECTIVE LEARNING SCHEME FOR FIRST GRADE AND SECOND GRADE SPANISH SPEAKING, ENGLISH SPEAKING, AND AMERICAN INDIAN CHILDREN IN NEW MEXICO.

PERSONAL AUTHOR: VALENCIA, ATILANO A.

DESCRIPTOR: ACHIEVEMENT TESTS; *AMERICAN INDIANS; ANGLO AMERICANS; ATTITUDE TESTS; BICULTURALISM; *BILINGUAL EDUCATION; ENGLISH (SECOND LANGUAGE); GRADE 1; GRADE 2; *MEXICAN AMERICANS; *PRIMARY GRADES; *PROGRAM EVALUATION; SPANISH SPEAKING; STANDARDIZED TESTS

IDENTIFIER: NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 134P.

THE 1970-71 EVALUATION OF THE GRANTS, NEW MEXICO, BILINGUAL EDUCATION PROJECT IS REPORTED THROUGH NARRATIVE DESCRIPTION OF TESTS ADMINISTERED AND THEIR RESULTS, STATISTICAL FINDINGS FROM ANALYSES OF VARIANCE OR COVARIANCE OF TEST RESULTS, AND CONCLUSIONS AND RECOMMENDATIONS BASED ON TEST RESULTS. IN THE EVALUATION, THE 147 STUDENTS IN THE EXPERIMENTAL AND THE 35 STUDENTS IN THE CONTROL GROUP--REPRESENTING 6 SCHOOLS AND 4 LANGUAGE REFERENCES (KERESAN, ENGLISH, SPANISH, AND NAVAJO)--WERE GIVEN VARIOUS TESTS FOR WHICH A PRE-TEST/POST-TEST MEASURE WAS USED TO ASCERTAIN SIGNIFICANT EXPERIMENTAL GROUP GAINS OVER AN 8-MONTH PERIOD: THE SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY TEST OF ORAL ENGLISH PRODUCTION; THE CALIFORNIA ACHIEVEMENT TEST; THE TEST OF BASIC EXPERIENCES (A SPANISH-LANGUAGE INSTRUMENT MEASURING CONCEPT COMPREHENSION IN SCIENCE, SOCIAL STUDIES, AND MATHEMATICS); THE CALDWELL TEST (A SPANISH-LANGUAGE INSTRUMENT FOR MEASURING A CHILD'S ABILITY TO PROVIDE RESPONSES ABOUT HIMSELF AND HIS ROLE ACTIVITIES); AND THE AUTHOR'S CULTURAL SENSITIVITY INSTRUMENT (A PICTORIAL AND MANIPULATORY MEASURE OF PERCEPTIONS AND ATTITUDES CONCERNING ANGLO AMERICANS, AMERICAN INDIANS, AND MEXICAN AMERICANS). ALSO, A QUESTIONNAIRE WAS DESIGNED AND ADMINISTERED TO ASCERTAIN PERCEPTIONS AND ATTITUDES OF SCHOOL PERSONNEL ABOUT THE BILINGUAL PROGRAM COMPONENTS. THERE ARE 24 TABLES. (BO)

ACCESSION NUMBER: ED054887

PUBLICATION DATE: FEB 70

TITLE: PARENTS' GUIDE TO THE BOARDING HOME PROGRAM.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING HOMES; *COORDINATORS; HEALTH SERVICES; *RURAL AREAS; *SECONDARY SCHOOL STUDENTS; STUDENT EMPLOYMENT

IDENTIFIER: ALASKA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.

THE BOARDING HOME PROGRAM WAS DEVELOPED BY THE ALASKA STATE DEPARTMENT OF EDUCATION, DIVISION OF STATE-OPERATED SCHOOLS, TO PROVIDE STUDENTS LIVING IN AN UNINCORPORATED AREA OF RURAL ALASKA, WHERE NO PUBLIC HIGH SCHOOL IS AVAILABLE, WITH AN OPPORTUNITY TO CONTINUE THEIR EDUCATION. ESTABLISHED AS AN INTERIM MEASURE UNTIL MORE REGIONAL HIGH SCHOOL BOARDING FACILITIES ARE CONSTRUCTED, THE PROGRAM UTILIZES FAMILIES WHO PROVIDE BOARDING HOMES FOR PARTICIPATING STUDENTS. PRESENTED IN THIS GUIDE FOR "BOARDING HOME PARENTS" ARE THE STANDARDS FOR PARTICIPATION, ALONG WITH DISCUSSIONS OF FINANCIAL ARRANGEMENTS, STUDENT HEALTH SERVICES, STUDENT EMPLOYMENT, AND THE ROLE OF THE BOARDING PARENTS (WITH EXAMPLES OF WHAT THE "FOSTER" PARENTS MIGHT BE EXPECTED TO DO FOR THE STUDENT). ALSO, THE ROLE OF THE HOME-SCHOOL COORDINATOR IS EXPLAINED, AND HIS RESPONSIBILITIES TO THE STUDENT AND BOARDING FAMILY ARE LISTED. A BOARDING HOME PARENT APPLICATION IS APPENDED. (LS)

146

ACCESSION NUMBER: ED054890

PUBLICATION DATE: JUL 71

TITLE: MODERN NATIVE AMERICANS: A SELECTIVE BIBLIOGRAPHY.

PERSONAL AUTHOR: HARKINS, ARTHUR M., COMP.; AND OTHERS

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *BIBLIOGRAPHIES; COMMUNITY DEVELOPMENT; CULTURAL BACKGROUND; *EDUCATION; ENGLISH (SECOND LANGUAGE); *HISTORY; LANGUAGE; *MENTAL HEALTH; ORGANIZATION; SOCIOECONOMIC INFLUENCES; STUDENTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 131P.

CONTAINED IN THIS BIBLIOGRAPHY ARE APPROXIMATELY 1500 CITATIONS OF WORKS ON NATIVE AMERICANS PUBLISHED BETWEEN 1927 AND 1970. INCLUDED ARE BOOKS, JOURNAL ARTICLES, OTHER ARTICLES, AND ORIGINAL RESEARCH. THE ENTRIES COVER A WIDE RANGE OF TOPICS--FOR EXAMPLE, ENGLISH AS A SECOND LANGUAGE, COMMUNITY DEVELOPMENT, HISTORY OF VARIOUS TRIBES, AND DRINKING PROBLEMS. A RELATED DOCUMENT IS ED 051 940. (LS)

ACCESSION NUMBER: ED054891

PUBLICATION DATE: AUG 71

TITLE: CULTURAL DIVERGENCE RELATED TO URBAN PROXIMITY ON AMERICAN INDIAN RESERVATIONS.

PERSONAL AUTHOR: PRICE, JOHN A.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY DEVELOPMENT; *CULTURAL DIFFERENCES; EDUCATIONAL DISADVANTAGEMENT; RELIGIOUS FACTORS; *RESERVATIONS (INDIAN); *RURAL URBAN DIFFERENCES; *SOCIOECONOMIC BACKGROUND; WELFARE RECIPIENTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 31P.

THE SCATTERED RESERVATION SEGMENTS OF A SINGLE U.S. OR CANADIAN INDIAN TRIBE HAVE OFTEN CULTURALLY DIVERGED FROM ONE ANOTHER IN RECENT HISTORICAL TIMES. THIS DIVERGENCE IS PARTICULARLY MARKED IN MORE URBAN REGIONS, SUCH AS CALIFORNIA, AND AMONG TRIBES WHERE SOME OF THE RESERVATIONS ARE NEAR CITIES. AS TRIBALISM HAS BECOME LESS IMPORTANT AND URBAN ADAPTATION MORE IMPORTANT, CITIES HAVE A DIFFERENTIAL IMPACT FOR CHANGE ACCORDING TO THEIR DISTANCE FROM THE VARIOUS INDIAN COMMUNITIES. THE MOST DISTANT RESERVATIONS TEND TO BE ABANDONED, TO SURVIVE AS RETIREMENT COMMUNITIES, OR TO TURN TO A CONSERVATIVE, LOW-COST-OF-LIVING AND WELFARE-DEPENDENT ADAPTATION. RESERVATIONS CLOSEST TO THE CITIES TEND TO DEVELOP A PATTERN WHEREIN RESIDENTS COMMUTE TO JOBS IN THE CITY; THESE RESERVATIONS ARE CHARACTERIZED BY POPULATION INCREASE AND A NEW SOPHISTICATION IN WORKING WITH MODERN BUREAUCRATIC POLITICS. (AUTHOR/LS)

ACCESSION NUMBER: ED054896

PUBLICATION DATE: 69

TITLE: THE INDIAN HEALTH PROGRAM OF THE U.S. PUBLIC HEALTH SERVICE.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; DEMOGRAPHY; ENVIRONMENTAL INFLUENCES; *ESKIMOS; FEDERAL PROGRAMS; HEALTH FACILITIES; HEALTH OCCUPATIONS EDUCATION; *HEALTH PROGRAMS; HEALTH SERVICES; HISTORY; LEGISLATION; *PROGRAM DESCRIPTIONS; RURAL AREAS; SOCIOECONOMIC INFLUENCES; *SPECIAL HEALTH PROBLEMS

IDENTIFIER: ALASKA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 31P.

AS REPORTED IN THIS PUBLICATION, ABOUT 410,000 ALASKAN INDIANS, ESKIMOS, AND ALEUTS RECEIVE A FULL RANGE OF CURATIVE, PREVENTIVE, AND REHABILITATIVE HEALTH SERVICES--INCLUDING HOSPITALIZATION, OUTPATIENT MEDICAL CARE, PUBLIC HEALTH NURSING, MATERNAL AND CHILD HEALTH CARE, DENTAL AND NUTRITION SERVICES, AND HEALTH EDUCATION. THE U.S. PUBLIC HEALTH SERVICE, THROUGH THE INDIAN HEALTH PROGRAM, ALSO PROVIDES ENVIRONMENTAL HEALTH SERVICES, INCLUDING CONSTRUCTION OF WATER-SUPPLY AND WASTE-DISPOSAL FACILITIES, AND THE TRAINING NEEDED TO USE AND MAINTAIN THEM. IN PROVIDING THESE SERVICES, GEOGRAPHIC AND CULTURAL ISOLATION PROBLEMS SUCH AS THOSE RELATED TO TRANSPORTATION, COMMUNICATION, AND RELIGION ARE ENCOUNTERED. TO MEET THE NEEDS OF THE SCATTERED POPULATION, THE INDIAN HEALTH SERVICE, WHICH IS DIVIDED INTO 8 FIELD AREAS, NOT ONLY HAS CONTACT SERVICE BUT ALSO OPERATES 51 HOSPITALS, 70 HEALTH CENTERS, AND MORE THAN 300 FIELD HEALTH CLINICS. SPECIAL HEALTH PROGRAMS ARE GEARED TO MATERNAL AND CHILD CARE, FAMILY PLANNING, TRACHOMA TREATMENT, MENTAL HEALTH SERVICES, AND RESEARCH. SPECIAL EDUCATIONAL PROGRAMS ARE TARGETED TO TRAINING NURSES, DENTAL ASSISTANTS, HEALTH RECORDS TECHNICIANS, AND COMMUNITY HEALTH AIDES. (JB)

ACCESSION NUMBER: ED054899

PUBLICATION DATE: 1 JUL 71

TITLE: A THREE DAY DIETARY SURVEY OF PIUTE PRESCHOOL CHILDREN IN INYO COUNTY, CALIF.

PERSONAL AUTHOR: LEWIS, JANE S.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; DIETETICS; *EATING HABITS; FOOD; *NUTRITION; *PRESCHOOL CHILDREN; QUESTIONNAIRES; RESEARCH METHODOLOGY; *TABLES (DATA)

IDENTIFIER: PIUTE INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.; PRESENTED AT AMERICAN HOME ECONOMICS ASSOCIATION ANNUAL MEETINGS, DENVER, COLORADO, JULY 1, 1971

AS PART OF A LONGITUDINAL STUDY OF PIUTE INDIAN CHILDREN BEING CONDUCTED BY CHILDREN'S HOSPITAL, LOS ANGELES, 3-DAY DIETARY-INTAKE RECORDS OF 23 PIUTE INDIAN PRESCHOOL CHILDREN IN INYO COUNTY, CALIFORNIA, WERE ANALYZED ACCORDING TO 4 FOOD GROUPS. AS REPORTED, RESULTS INDICATED THAT 5 OR 6 FOOD GROUPS SHOULD BE USED IF INTAKE RESULTS OF VITAMINS C AND A ARE BEING STUDIED AND THAT, IN GENERAL, DIETS OF PIUTE INDIAN PRESCHOOL CHILDREN WERE ADEQUATE IN CALORIES, PROTEIN, B VITAMINS, AND CALCIUM; ASCORBIC ACID AND IRON WERE MOST FREQUENTLY INADEQUATE. (JB)

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ACCESSION NUMBER: ED054900

PUBLICATION DATE: 70

TITLE: THE CATAWBA NATION.

PERSONAL AUTHOR: HUDSON, CHARLES M.

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; *CONFLICT; CULTURE CONFLICT; DISCRIMINATORY ATTITUDES (SOCIAL); EDUCATION; *ETHNOLOGY; INDUSTRIALIZATION; RELIGIOUS CONFLICT; ROLE CONFLICT; *UNITED STATES HISTORY

IDENTIFIER: *CATAWBA INDIANS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 142P.

BASED BOTH ON LIBRARY RESEARCH AND FIELD RESEARCH, THE AUTHOR'S EFFORT HAS BEEN TO RECONSTRUCT THE HISTORY OF THE CATAWBA INDIANS, CONCENTRATING ON THEIR EXTERNAL RELATIONS FROM PREHISTORIC TIMES UP TO THE PRESENT, AND TO EXAMINE THE MANNER IN WHICH THIS HISTORY IS REMEMBERED AND SOCIALLY CODIFIED IN THE PRESENT BY BOTH WHITES AND CATAWBA INDIANS. TWO SHORT PERIODS OF FIELD WORK, AUGUST TO SEPTEMBER OF 1962 AND JUNE TO OCTOBER OF 1963, WERE A MIXTURE OF DIRECTED INTERVIEWING AND PARTICIPANT-OBSERVATION WITH THE OBJECT OF LEARNING HOW THE CATAWBAS AND THEIR WHITE NEIGHBORS THOUGHT OF THEMSELVES IN TERMS OF THEIR PAST. IT IS REPORTED, FOR EXAMPLE, THAT THE MAJORITY OF THE CATAWBAS ARE MORMONS, THAT THEY WORK IN LOCAL TEXTILE MILLS, AND THAT THEY EXPERIENCE SOCIAL CONFLICT BOTH WITH OUTSIDERS AND AMONG THEMSELVES DUE TO INCREASING ASSIMILATION. AMONG THE HISTORICAL FACTS, IT IS NOTED THAT THEY DIVIDED THEIR ASSETS AND TERMINATED THEIR RELATIONSHIP WITH THE BUREAU OF INDIAN AFFAIRS IN 1962; THAT THE LAST SPEAKER OF THE CATAWBA LANGUAGE DIED IN THE PERSON OF THEIR LAST CHIEF; AND THAT EXISTING AND FUTURE MARRIAGES BETWEEN INDIANS AND WHITES WERE LEGALIZED IN SOUTH CAROLINA IN APRIL OF 1960. (BO)

AVAILABILITY: UNIVERSITY OF GEORGIA PRESS, ATHENS, GEORGIA 30601 ($4.00 PLUS POSTAGE).

ACCESSION NUMBER: ED054902

PUBLICATION DATE: AUG 71

TITLE: A HANDBOOK FOR TEACHERS AND AIDES OF THE CHOCTAW BILINGUAL EDUCATION PROGRAM.

PERSONAL AUTHOR: LITTLEJOHN, JOSEPH E.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; *COMMUNITY INVOLVEMENT; EDUCATIONAL NEEDS; *INSERVICE PROGRAMS; MATERIAL DEVELOPMENT; PARENT PARTICIPATION; SELF CONCEPT; *TEACHER EDUCATION; TEACHING TECHNIQUES

IDENTIFIER: *CHOCTAWS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 26P.

THE CHOCTAW BILINGUAL EDUCATION PROGRAM IS A PLAN OPERATING IN 4 PUBLIC SCHOOL SYSTEMS IN OKLAHOMA TO EXPAND THE EDUCATIONAL OPPORTUNITIES OF CHOCTAW CHILDREN. THE 4 MAJOR PROGRAM COMPONENTS ARE INSERVICE WORKSHOPS, AN INSERVICE INSTRUCTIONAL PROGRAM IN THE PUBLIC SCHOOLS, PARENTAL AND COMMUNITY INVOLVEMENT, AND A 5-YEAR MASTER'S-LEVEL TEACHER-PREPARATION PROGRAM. BASED ON THE IDEA THAT CHOCTAW CHILDREN WILL FIND THE MOST SATISFYING LIVES IF THEY RECOGNIZE AND ACCEPT THE FACT THAT THE CHOCTAW PEOPLE LIVE IN A WORLD OF 2 LANGUAGES AND 2 CULTURES, THE PROGRAM IS INTENDED AS A SERVICE THROUGH WHICH TEACHERS AND AIDES MAY FIND OR DEVELOP INSIGHTS, MATERIALS, AND TECHNIQUES TO HELP IN WORKING WITH CHOCTAW CHILDREN. THE HANDBOOK DISCUSSES MAJOR EDUCATIONAL NEEDS OF CHOCTAW CHILDREN, WHAT TEACHERS AND AIDES NEED TO KNOW ABOUT LANGUAGE, AND HOW THE PROGRAM CAN MEET THE NEEDS OF CHOCTAW BILINGUAL CHILDREN. REFERENCE IS MADE TO MATERIALS AVAILABLE FOR THE CLASSROOM, MATERIALS AVAILABLE FOR INSERVICE TRAINING, AND TECHNIQUES IN BILINGUAL EDUCATION. APPENDED IS A LIST OF TERMS, WITH DEFINITIONS, COMMONLY USED IN THE STUDY OF LANGUAGE. (JH)

ACCESSION NUMBER: ED054904

PUBLICATION DATE: 51

TITLE: THE SKY CLEARS; POETRY OF THE AMERICAN INDIANS.

PERSONAL AUTHOR: DAY, A. GROVE

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN LITERATURE; ANTHOLOGIES; *CREATIVE EXPRESSION; *CULTURAL BACKGROUND; *POETRY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 203P.

MORE THAN 200 AUTHENTIC POEMS AND LYRICS OF NORTH AMERICAN INDIANS ARE COMPILED IN THIS ANTHOLOGY. THE POETRY WAS TRANSLATED FROM TRIBAL LANGUAGES INTO ENGLISH OVER THE PAST 100 YEARS BY STUDENTS OF INDIAN LANGUAGE, LORE, AND LIFE. THE POEMS, TAKEN FROM ABOUT 40 NORTH AMERICAN TRIBES, INCLUDE SONGS OF ESKIMOS OF THE ARCTIC COASTS, TOTEM-POLE MAKERS OF THE NORTHWEST, DESERT DWELLERS OF THE SOUTHWEST, HORSE NATIONS OF THE PLAINS, HUNTERS OF THE EASTERN WOODLANDS, AND THE MAYAS AND AZTECS OF ANCIENT MEXICO. HISTORICAL BACKGROUND INFORMATION TO HELP THE READER UNDERSTAND AND APPRECIATE THESE COMPOSITIONS AS WORTHY CONTRIBUTIONS TO AMERICAN LITERATURE IS INCLUDED. (JH)

AVAILABILITY: UNIVERSITY OF NEBRASKA PRESS, LINCOLN, NEBRASKA 68504 ($1.25)

ACCESSION NUMBER: ED054907

PUBLICATION DATE: JUN 69

TITLE: SUICIDE AMONG THE AMERICAN INDIANS: TWO WORKSHOPS (ABERDEEN, SOUTH DAKOTA, SEPTEMBER 1967; LEWISTOWN, MONTANA, NOVEMBER 1967).

DESCRIPTOR: *AMERICAN INDIANS; BEHAVIOR PROBLEMS; COMMUNITY HEALTH; *FEDERAL PROGRAMS; MEDICAL SERVICES; *MENTAL HEALTH; MENTAL ILLNESS; *PREVENTION; RURAL AREAS; *SUICIDE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 41P.

HEALTH PROBLEMS AMONG THE AMERICAN INDIANS HAVE BEEN OF MAJOR CONCERN TO THE U.S. PUBLIC HEALTH SERVICE FOR SOME TIME. AS MAJOR INROADS ARE NOW BEING MADE INTO INFECTIOUS DISEASES, MATERNAL AND CHILD HEALTH, AND MANY CHRONIC ILLNESSES, THE PROBLEMS OF THE MENTAL HEALTH OF INDIANS COME INTO A MORE CENTRAL FOCUS. WITHIN THE FRAMEWORK OF MENTAL HEALTH PROBLEMS, SUICIDE LOOMS AS ONE OF THE MORE TRAGIC OUTCOMES OF PSYCHOLOGICAL ANGUISH. AT THE SAME TIME, IT IS ONE OF THE MOST PREVENTABLE AND UNNECESSARY MODES OF DEATH. THE LONG HISTORY OF SOCIAL AND CULTURAL TURMOIL THAT HAS CONFRONTED THE AMERICAN INDIAN HAS CREATED UNIQUE PROBLEMS, AND ONE OF THE OUTCOMES IS AN INCREASE IN SUICIDE AND OTHER SELF-DESTRUCTIVE BEHAVIOR. IT WAS WITHIN THIS CONTEXT THAT THE NATIONAL INSTITUTE OF MENTAL HEALTH AND THE DIVISION OF INDIAN HEALTH (NOW INDIAN HEALTH SERVICE) WORKED COOPERATIVELY TO SPONSOR THE WORKSHOPS AT WHICH THE FOLLOWING PAPERS (REPRODUCED IN THE DOCUMENT) WERE PRESENTED: "SUICIDE IN THE UNITED STATES," "SELF-DESTRUCTIVE BEHAVIOR IN ADOLESCENTS AND ADULTS: SIMILARITIES AND DIFFERENCES," "TWO TYPES OF SUICIDAL BEHAVIOR," "PLANNING FOR SUICIDE PREVENTION," "MENTAL HEALTH SERVICES IN A SPARSELY POPULATED AREA: A NECESSARY COMPLEMENT TO A SUICIDE PREVENTION PROGRAM," "SUICIDE AND SELF-DESTRUCTIVE BEHAVIOR IN THE OGLALA SIOUX: SOME CLINICAL ASPECTS AND COMMUNITY APPROACHES," AND "SUICIDE AND SELF-DESTRUCTIVE BEHAVIOR ON THE CHEYENNE RIVER RESERVATION." (BO)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($0.50)

ACCESSION NUMBER: ED054909

PUBLICATION DATE: 70

TITLE: AWAKENING MINORITIES: AMERICAN INDIANS, MEXICAN AMERICANS, PUERTO RICANS.

PERSONAL AUTHOR: HOWARD, JOHN R.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL AWARENESS; *ESSAYS; *MEXICAN AMERICANS; *PUERTO RICANS; SOCIAL SCIENCES; *SUPPLEMENTARY READING MATERIALS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 189P.

AS NOTED IN THE PREFACE, SOCIAL SCIENTISTS ARE ENTERING A PERIOD OF SHARED REALIZATION THAT THE UNITED STATES IS IN A CRUCIAL PERIOD OF TRANSITION. "TRANS-ACTION" MAGAZINE, A PIONEER IN SOCIAL PROGRAMS FOR CHANGING THE SOCIETY, HAS DEDICATED ITSELF FOR 7 YEARS TO THE TASK OF REPORTING THE STRAINS AND CONFLICTS WITHIN THE AMERICAN SYSTEM AND HAS PUBLISHED A SERIES OF BOOKS CONSISTING OF ARTICLES THAT ORIGINALLY APPEARED IN THE MAGAZINE. THE SERIES DEALS WITH SOCIAL CHANGES SUCH AS ORGANIZATIONAL LIFE-STYLES, CONCEPTS OF HUMAN ABILITY AND INTELLIGENCE, CHANGING PATTERNS OF NORMS AND MORALS, AND THE RELATIONSHIP OF SOCIAL CONDITIONS TO PHYSICAL AND BIOLOGICAL ENVIRONMENTS. AS ONE IN THE SERIES, THIS BOOK CONTAINS 5 ESSAYS ON AMERICAN INDIANS, 2 ON MEXICAN AMERICANS, AND 4 ON PUERTO RICANS. (JB)

AVAILABILITY: ALDINE PUBLISHING COMPANY, 529 S. WABASH AVE., CHICAGO, ILLINOIS 60605 ($5.95; PAPERBACK $2.45)

ACCESSION NUMBER: ED054994

PUBLICATION DATE: FEB 70

TITLE: SOCIAL DISTANCE AND RACE ATTITUDES: A STUDY OF THE WHITE POPULATION OF PRINCETON, MAINE AND THE INDIAN POPULATION OF INDIAN TOWNSHIP, MAINE.

PERSONAL AUTHOR: LITTLE, CRAIG B.

DESCRIPTOR: *AMERICAN INDIANS; BEHAVIORAL SCIENCE RESEARCH; *CAUCASIANS: CONCEPTUAL SCHEMES; CULTURAL FACTORS; INTERGROUP RELATIONS; MASTERS THESES; *RACE RELATIONS; *RACIAL ATTITUDES; SOCIAL ATTITUDES; SOCIAL ISOLATION; *SOCIAL RELATIONS; SOCIOECONOMIC INFLUENCES

IDENTIFIER: MAINE, FRENCH CANADIANS; PARKS (ROBERT E.)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 183P.

THE ESSENTIALLY DESCRIPTIVE STUDY OF THESE TWO RACIALLY AND CULTURALLY DISTINCT POPULATIONS STARTED WITH ROBERT E. PARK'S CONCEPTION OF SOCIAL DISTANCE AS THE DEGREE OF UNDERSTANDING AND INTIMACY WHICH CHARACTERIZES PERSONAL AND SOCIAL RELATIONS. THE SOCIAL DISTANCE PHENOMENON WAS BROKEN DOWN INTO THREE LEVELS OF ANALYSIS: PERCEIVED SOCIO-ECONOMIC STATUS, ATTITUDES OF PERFERENCE FOR ASSOCIATION, AND FREQUENCY AND INTIMACY OF INTERACTION BETWEEN MEMBERS OF GROUPS. BASED ON HISTORICAL BACKGROUND AND CONTEMPORARY INTERGROUP RELATIONS THEORY, SIX HYPOTHESES WERE PRESENTED TO BE TESTED. TWO PROBABILITY SAMPLES OF TWENTY-FIVE RESPONDENTS EACH WERE SELECTED. SIMILAR INTERVIEWS EMPLOYING BOTH ATTITUDE MEASUREMENT TECHNIQUES BASED ON THE CONCEPTUALIZATION OF SOCIAL DISTANCE AND QUESTIONS REQUIRING MORE QUALITATIVE RESPONSES WERE ADMINISTERED. PARTICIPANT OBSERVATIONS WERE ALSO COMPILED. ALTHOUGH STATISTICAL ASSOCIATIONS WERE SOMEWHAT LOW, THE RESULTS GENERALLY INDICATED THAT AMONG THE WHITES SAMPLED RACIAL CHARACTERISTICS (VISIBLE PHYSICAL DIFFERENCES) WERE THE MOST SALIENT CUES TO SOCIAL DISTANCE ATTITUDES EXPRESSED. FREQUENCY AND INTIMACY OF CONTACT WERE MOST HIGHLY ASSOCIATED WITH INDIAN SOCIAL DISTANCE ATTITUDES. THESE FINDINGS LED TO A DISCUSSION OF CULTURAL AND SOCIO-ECONOMIC FACTORS WHICH DIFFERENTIATE THE WHITE AND INDIAN POPULATIONS STUDIED. THE CONCLUSION WAS THAT RELATIONS BETWEEN WHITES AND INDIANS ARE STALEMATED AT A STAGE OF ACCOMMODATION IN TERMS OF PARK'S RACE RELATIONS CYCLE. (AUTHOR)

ACCESSION NUMBER: ED055003

PUBLICATION DATE: 71

TITLE: NAVAJO HISTORY. VOLUME 1.

PERSONAL AUTHOR: YAZZIE, ETHELOU, ED.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ETHNIC ORIGINS; *ETHNIC STUDIES; *LEGENDS; LITERATURE; MYTHOLOGY; RELIGION; SOCIAL STUDIES; TALES; *UNITED STATES HISTORY

IDENTIFIER: *NAVAJOS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 102P.

THIS VOLUME, AN ACCOUNT OF THE PRERECORDED HISTORY OF THE NAVAJOS, IS THE FIRST OF A SERIES OF TWO VOLUMES. (VOLUME 2 WILL TAKE UP RECORDED HISTORY.) FROM THE KNOWLEDGE OF VERBAL LITERATURE SUPPLIED BY NAVAJOS THEMSELVES, THIS COMPOSITE WAS COMPLETED TO HELP ALLEVIATE THE LACK OF MATERIALS ON NAVAJO CULTURE. CONSENSUS, THE AUTHORS POINT OUT, WAS NOT AN EASY TASK, SINCE THERE ARE MANY DIFFERENT VERSIONS OF THE ORIGIN OF THE NAVAJOS AND OF THE ACCOUNTS OF THE VARIOUS UNDERWORLDS. NUMEROUS DRAWINGS AND PHOTOGRAPHS ILLUSTRATE THIS BEAUTIFULLY TOLD STORY OF THE CREATION AND ORIGIN OF THE NAVAJOS. (JLB)

AVAILABILITY: NAVAJO CURRICULUM CENTER, ROUGH ROCK DEMONSTRATION SCHOOL, CHINLE, ARIZONA 86503 (PAPERBACK, $6.00; HARD COVER, $12.00)

ACCESSION NUMBER: ED055016

PUBLICATION DATE: JUN 71

TITLE: PROJECT CANADA WEST. INDIAN/METIS PROJECT.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CURRICULUM DEVELOPMENT; ELEMENTARY GRADES; *ETHNIC STUDIES; GROUP INSTRUCTION; HUMAN RELATIONS; INDIVIDUALIZED CURRICULUM; *INQUIRY TRAINING; *MULTIMEDIA INSTRUCTION; PROJECTS; RACIAL DISCRIMINATION; ROLE PLAYING; *SOCIAL STUDIES

IDENTIFIER: CANADA; METIS; *PROJECT CANADA WEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 18P.

THERE ARE TWO PARTS TO THIS CURRICULUM DEVELOPMENT PROJECT. PROJECT A IS BRIEFLY DESCRIBED HERE AS THE DEVELOPMENT RESOURCE BOOK, AT AN ADULT LEVEL, TO SERVE AS A PRIMARY SOURCE OF INFORMATION FOR TEACHERS CONCERNING THE VIEWS AND FEELINGS OF INDIANS AND METIS PEOPLES IN MODERN SOCIETY. A TEACHER'S GUIDE, CURRICULUM UNIT AND MULTIMEDIA KIT WILL BE DEVELOPED IN PROJECT B FOR USE WITH STUDENTS IN THE AGE RANGE 10 THROUGH 12. THE SUGGESTED INTENDED LEARNING OUTCOMES AND INQUIRY TECHNIQUES ARE: 1) TO GIVE STUDENTS A KNOWLEDGE OF INDIAN/METIS CONTRIBUTIONS TO THE WORLD AND CANADA; 2) TO REDUCE STEREOTYPIC AND PREJUDICIAL THINKING THROUGH ROLE PLAYING, SIMULATION GAMES, AND DISCUSSION; 3) TO ASSIST IN THE REALIZATION OF DIFFERENCES BETWEEN PEOPLE BY INVESTIGATING COLOR, LANGUAGE, RELIGION, CUSTOMS, AND CULTURAL CONFLICT; 4) TO ENCOURAGE ACTIVE PARTICIPATION BY USING GROUP STUDY AND INDIVIDUAL OPEN-ENDED STUDY MATERIALS; AND 5) TO DEVELOP KNOWLEDGE OF INDIAN/METIS HISTORY BY PROVIDING FACTUAL INFORMATION AND ENCOURAGING THE READING OF NOVELS AND OTHER MATERIALS. THE PROJECT HAS BEEN ABLE TO FOCUS ON THE MOST RELEVANT MATERIALS BY USING A SURVEY OF LITERATURE PRESENTED HERE ON PREJUDICE, DISCRIMINATION, AND ATTITUDE CHANGE. A VERY BRIEF OUTLINE OF THE CONTENT OF THE KIT IS GIVEN ALONG WITH A PROJECT PROGRESS REPORT. (AUTHOR/SBE)

ACCESSION NUMBER: ED055677

PUBLICATION DATE: 69

TITLE: INDIAN EDUCATION. PART 1, HEARINGS BEFORE THE SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, NINETIETH CONGRESS, FIRST AND SECOND SESSIONS ON THE STUDY OF THE EDUCATION OF INDIAN CHILDREN.

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIANS; ATTITUDES; CURRICULUM; *EDUCATION; *FEDERAL GOVERNMENT; *INFORMATION SEEKING; *INVESTIGATIONS; RACIAL FACTORS; SCHOOLS; TEACHERS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$19.74

DESCRIPTIVE NOTE: 513P.

HEARINGS OF THE SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION--HELD ON DEC. 14-15, 1967, IN WASHINGTON, D.C., AND ON JAN. 4, 1968, IN SAN FRANCISCO, CALIF.--ARE RECORDED IN THIS DOCUMENT. AS NOTED, U.S. SENATOR ROBERT F. KENNEDY AND 5 OTHER SENATORS SERVED AS MEMBERS OF THE SUBCOMMITTEE, WHICH WAS DESIGNED TO CONDUCT THE HEARINGS AND THE FIELD INVESTIGATIONS OF SCHOOL DISTRICTS ACROSS THE NATION HAVING SUBSTANTIAL AMERICAN INDIAN POPULATIONS IN AN ATTEMPT TO MAKE A COMPLETE STUDY OF ALL MATTERS PERTAINING TO THE EDUCATION AND RELATED PROBLEMS OF INDIAN CHILDREN IN FEDERAL AND PUBLIC SCHOOLS. PRESENTED IN 3 PARTS (PART 2 IS RC 003 557; PART 3 IS RC 003 558), PROCEEDINGS OF THE HEARINGS RECORD THE SUBCOMMITTEE'S INTERVIEWS RELATING TO AMERICAN INDIAN EDUCATION. PART 1 OF THE HEARINGS PRESENTS STATEMENTS BY PEOPLE INVOLVED WITH INDIAN EDUCATION AND ASSISTANCE PROGRAMS IN SUCH STATES AS ALASKA, ARIZONA, CALIFORNIA, COLORADO, FLORIDA, IDAHO, NEW YORK, NEW MEXICO, SOUTH DAKOTA, AND WASHINGTON. PART 1 ALSO CONTAINS A COLLECTION OF OVERVIEWS OF VARIOUS PUBLICATIONS ON THE AMERICAN INDIAN. (EL)

ACCESSION NUMBER: ED055678

PUBLICATION DATE: 69

TITLE: INDIAN EDUCATION. PART 2, HEARINGS BEFORE THE SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, NINETIETH CONGRESS, FIRST AND SECOND SESSIONS ON THE STUDY OF THE EDUCATION OF INDIAN CHILDREN.

DESCRIPTOR: ACHIEVEMENT; *AMERICAN INDIANS; ATTITUDES; CURRICULUM; *EDUCATION; *FEDERAL GOVERNMENT; *INFORMATION SEEKING; *INVESTIGATIONS; RACIAL FACTORS; SCHOOLS; TEACHERS

IDENTIFIER: CHEROKEES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 297P.

HEARINGS OF THE U.S. SENATE'S SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION--HELD AT TWIN OAKS, OKLA., ON FEB. 19, 1968--ARE RECORDED IN THIS DOCUMENT, WHICH IS PART 2 OF THE HEARINGS PROCEEDINGS (PART 1 IS RC 003 556; PART 3 IS RC 003 558). PART 2 CONTAINS INDIAN TESTIMONY (MAINLY CHEROKEE) ABOUT CHANGES AND IMPROVEMENTS THAT MUST BE MADE IF INDIAN CHILDREN ARE TO RECEIVE EQUAL AND EFFECTIVE EDUCATION. ALSO INCLUDED ARE ARTICLES, PUBLICATIONS, AND COMMUNICATIONS RELATING TO OKLAHOMA'S INDIANS, AS WELL AS LEARNING MATERIALS (IN CHEROKEE AND ENGLISH) RELATED TO HEALTH EDUCATION. (EL)

ACCESSION NUMBER: ED055679

PUBLICATION DATE: 69

TITLE: INDIAN EDUCATION. PART 3, HEARINGS BEFORE THE SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE, UNITED STATES SENATE, NINETIETH CONGRESS, FIRST AND SECOND SESSIONS ON THE STUDY OF THE EDUCATION OF INDIAN CHILDREN.

DESCRIPTOR: ADMINISTRATOR ATTITUDES; *AMERICAN INDIANS; BOARDING SCHOOLS; CULTURALLY DISADVANTAGED; ECONOMICALLY DISADVANTAGED; *EDUCATION; *FEDERAL GOVERNMENT; FEDERAL PROGRAMS; HUMAN DIGNITY; *INFORMATION SEEKING; *INVESTIGATIONS; MENTAL HEALTH; SCHOOLS; TEACHER ATTITUDES

IDENTIFIER: ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 199P.

A TRANSCRIPT OF TESTIMONY GIVEN BEFORE THE U.S. SENATE'S SPECIAL SUBCOMMITTEE ON INDIAN EDUCATION ON MARCH 30, 1968, IN FLAGSTAFF, ARIZONA, IS PRESENTED IN THIS DOCUMENT, WHICH IS PART 3 OF THE HEARINGS PROCEEDINGS (PART 1 IS RC 003 556; PART 2 IS RC 003 557). PART 3 CONTAINS TESTIMONY BY VARIOUS WITNESSES, INCLUDING TRIBAL MEMBERS IN LEADERSHIP POSITIONS, AN INDIAN HIGH SCHOOL STUDENT, THE DIRECTOR OF ROUGH ROCK DEMONSTRATION SCHOOL, 2 PUBLIC SCHOOL SUPERINTENDENTS, A PRINCIPAL, A SCHOOL BOARD MEMBER, AND A TEACHER. ALSO INCLUDED IN PART 3 ARE RESOURCE MATERIALS SUCH AS PAPERS, ARTICLES, COMMUNICATIONS, AND REPORTS WHICH WERE ENTERED AS EXHIBITS. MAJOR EMPHASIS WAS ON THE NAVAJO, HOPI, AND APACHE TRIBES. (LS)

ACCESSION NUMBER: ED055684

PUBLICATION DATE: 69

TITLE: TOWARD ECONOMIC DEVELOPMENT FOR NATIVE AMERICAN COMMUNITIES. A COMPENDIUM OF PAPERS SUBMITTED TO THE SUBCOMMITTEE ON ECONOMY IN GOVERNMENT OF THE JOINT ECONOMIC COMMITTEE, CONGRESS OF THE UNITED STATES (91ST CONGRESS, 1ST SESSION). VOLUME 1, PART I: DEVELOPMENT PROSPECTS AND PROBLEMS.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY DEVELOPMENT; CULTURAL FACTORS; DISADVANTAGED GROUPS; *ECONOMICALLY DISADVANTAGED; ECONOMIC FACTORS; EMPLOYMENT PROGRAMS; *FEDERAL PROGRAMS; HOUSING; IMPROVEMENT PROGRAMS; *INFORMATION SEEKING; RESEARCH NEEDS; RURAL AREAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 341P.

VOLUME I, "DEVELOPMENT PROSPECTS AND PROBLEMS," IS PART OF A 2-VOLUME COMPENDIUM OF STUDY PAPERS INTENDED TO SERVE AS A RESOURCE DOCUMENT FOR MEMBERS OF THE JOINT ECONOMIC COMMITTEE, OTHER MEMBERS OF CONGRESS, AND THOSE WHO ARE CONCERNED WITH FORMULATING AND EXECUTING EFFECTIVE POLICIES OF ECONOMIC DEVELOPMENT FOR AMERICAN INDIAN AND ALASKAN NATIVE COMMUNITIES. "THE STUDY ADDRESSES ITSELF TO THE SERIOUS PROBLEMS OF POVERTY AND ECONOMIC INSECURITY FOUND IN NATIVE AMERICAN COMMUNITIES AND TO THE APPARENT INABILITY OF THE FEDERAL GOVERNMENT TO PROVIDE EFFECTIVE ASSISTANCE IN IMPROVING THE ECONOMIC SITUATIONS OF AMERICAN INDIAN AND ALASKAN NATIVE GROUPS. THE COMPENDIUM CONTAINS PAPERS BY INVITED INDIVIDUAL EXPERTS, STATEMENTS BY FEDERAL AGENCIES, AND STATEMENTS BY NATIVE ORGANIZATIONS." THIS DOCUMENT, PART I OF THE STUDY, CONTAINS A DISCUSSION OF DEFICIENCIES OF CURRENT STATISTICAL DATA ON THE AMERICAN INDIAN, ALONG WITH 16 STUDIES WHICH SUMMARIZE ECONOMIC CONDITIONS AMONG THE INDIANS, THE FRUSTRATIONS AND FAILURES OF ASSISTANCE EFFORTS, THE MIXED RESULTS OF INITIATIVES UNDERTAKEN SINCE 1963, AND THE HISTORY OF INDIAN ATTITUDES TOWARD FEDERAL ASSISTANCE. ALSO INCLUDED IN PART I ARE RECOMMENDATIONS FOR THE FUTURE DIRECTION OF FEDERAL POLICY. A RELATED DOCUMENT IS RC 005 588. (LS)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.25)

ACCESSION NUMBER: ED055685

PUBLICATION DATE: 69

TITLE: TOWARD ECONOMIC DEVELOPMENT FOR NATIVE AMERICAN COMMUNITIES. A COMPENDIUM OF PAPERS SUBMITTED TO THE SUBCOMMITTEE ON ECONOMY IN GOVERNMENT OF THE JOINT ECONOMIC COMMITTEE, CONGRESS OF THE UNITED STATES (91ST CONGRESS, 1ST SESSION). VOLUME 2, PART II: DEVELOPMENT PROGRAMS AND PLANS: PART III: THE RESOURCE BASE.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY DEVELOPMENT; CULTURAL FACTORS; DISADVANTAGED GROUPS; *ECONOMICALLY DISADVANTAGED; ECONOMIC FACTORS; EMPLOYMENT PROGRAMS; *FEDERAL PROGRAMS; FINANCIAL SUPPORT; HOUSING; IMPROVEMENT PROGRAMS; *INFORMATION SEEKING; NATURAL RESOURCES; RURAL AREAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 239P.

VOLUME 2, "DEVELOPMENT PROGRAMS AND PLANS" AND "THE RESOURCE BASE," IS PART OF A 2-VOLUME COMPENDIUM OF STUDY PAPERS INTENDED TO SERVE AS A RESOURCE DOCUMENT FOR MEMBERS OF THE JOINT ECONOMIC COMMITTEE, OTHER MEMBERS OF CONGRESS, AND THOSE WHO ARE CONCERNED WITH FORMULATING AND EXECUTING EFFECTIVE POLICIES OF ECONOMIC DEVELOPMENT FOR AMERICAN INDIAN AND ALASKAN NATIVE COMMUNITIES. "THE STUDY ADDRESSES ITSELF TO THE SERIOUS PROBLEMS OF POVERTY AND ECONOMIC INSECURITY FOUND IN NATIVE AMERICAN COMMUNITIES AND TO THE APPARENT INABILITY OF THE FEDERAL GOVERNMENT TO PROVIDE EFFECTIVE ASSISTANCE IN IMPROVING THE ECONOMIC SITUATIONS OF AMERICAN INDIANS AND ALASKAN NATIVE GROUPS. THE COMPENDIUM CONTAINS PAPERS BY INVITED INDIVIDUAL EXPERTS, STATEMENTS BY FEDERAL AGENCIES, AND STATEMENTS BY NATIVE ORGANIZATIONS." THIS DOCUMENT CONTAINS PARTS II AND III OF THE STUDY. PART II, WHICH CONTAINS STATEMENTS BY FEDERAL AGENCIES AND BY NATIVE ORGANIZATIONS, PROVIDES PROGRAM DESCRIPTIONS AS WELL AS VARIOUS VIEWS OF CURRENTLY UNMET NEEDS AND FUTURE DIRECTIONS. PART III DISCUSSES THE RESOURCE BASE AVAILABLE TO THE AMERICAN INDIAN. A RELATED DOCUMENT IS RC 005 587. (LS)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.00)

ACCESSION NUMBER: ED055687

PUBLICATION DATE: 70

TITLE: A PHOTOGRAPHIC ESSAY OF PIMA - MARICOPA INDIANS:
VOLUME 1 - PART A.

PERSONAL AUTHOR: NUSS, ROBERT L., COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL TRAITS;
*INSTRUCTIONAL MATERIALS; *PHOTOGRAPHS; *SOCIAL STUDIES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 39P.

TWELVE PHOTOGRAPHS OF PROMINENT PIMA AND MARICOPA INDIANS DEPICT CULTURAL TRAITS OF THE 2 GROUPS. SOME OF THE PICTURES WERE TAKEN AS EARLY AS 1870 WHILE OTHERS ARE COMPARATIVELY RECENT. CHANGES IN DRESS AND PERSONAL GROOMING ARE EMPHASIZED. VERBAL DESCRIPTIONS ON THE BACKS OF THE PICTURES ARE ALSO COMPILED IN A MANUAL WHICH INCLUDES SUGGESTIONS FOR USE OF THE PICTURES IN CLASSROOM SITUATIONS. A RELATED DOCUMENT IS RC 005 591. (JH)

AVAILABILITY: BUREAU OF EDUCATIONAL RESEARCH AND SERVICE, COLLEGE OF EDUCATION, UNIVERSITY OF ARIZONA, TUCSON, ARIZONA 85721 ($1.85)

ACCESSION NUMBER: ED055688

PUBLICATION DATE: 70

TITLE: A PHOTOGRAPHIC ESSAY OF PIMA - MARICOPA INDIANS: VOLUME 1 - PART B.

PERSONAL AUTHOR: NUSS, ROBERT L., COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL ENVIRONMENT; *INSTRUCTIONAL MATERIALS; *PHOTOGRAPHS; *SOCIAL STUDIES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 36P.

TWELVE PHOTOGRAPHS OF PIMA AND MARICOPA INDIANS DEPICT THE CULTURAL ENVIRONMENT OF THE 2 GROUPS. IN ADDITION TO GROUP PORTRAITS, SCENES OF DAILY DOMESTIC ACTIVITIES OF THE PIMA AND MARICOPA INDIANS AROUND THE END OF THE 19TH CENTURY ARE INCLUDED. VERBAL DESCRIPTIONS ON THE BACKS OF THE PICTURES ARE COMPILED IN A MANUAL WHICH INCLUDES SUGGESTIONS AND INSTRUCTIONS FOR USE OF THE PICTURES IN CLASSROOM SITUATIONS. A RELATED DOCUMENT IS RC 005 590. (JH)

AVAILABILITY: BUREAU OF EDUCATIONAL RESEARCH AND SERVICE, COLLEGE OF EDUCATION, UNIVERSITY OF ARIZONA, TUCSON, ARIZONA 85721 ($1.85)

ACCESSION NUMBER: ED055692

PUBLICATION DATE: 71

TITLE: THE HAZARDS OF TESTING INDIAN CHILDREN.

PERSONAL AUTHOR: MCDIARMID, G. L.

DESCRIPTOR: *AMERICAN INDIANS; CULTURE CONFLICT; LANGUAGE HANDICAPS; *STANDARDIZED TESTS; *TEST BIAS; TEST CONSTRUCTION; TESTING; TEST INTERPRETATION; *TEST RELIABILITY; *TEST VALIDITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.

REFERRING PRINCIPALLY TO INDIANS ON RESERVES, THIS SUMMARY PAPER DISCUSSES THE ROLE THAT POVERTY, HEALTH AND NUTRITION, SOCIAL CONFLICT, LANGUAGE, AND TEST MOTIVATION PLAY IN RELATION TO INTERPRETATION OF TEST DATA OBTAINED ON INDIAN CHILDREN. IT IS REPORTED THAT THE 2 GREATEST PROBLEMS AFFECTING TEST RELIABILITY, VALIDITY, AND VALIDITY OF TEST INTERPRETATION IN THIS CONTEXT ARE LANGUAGE AND TEST MOTIVATION. APPROACHES TO MEASUREMENT OF THE INDIAN CHILD'S MENTAL ABILITY THAT ARE REPORTED TO BE PROMISING ARE DISCUSSED. (BO)

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ACCESSION NUMBER: ED055696

PUBLICATION DATE: 70

TITLE: INDIAN, METIS AND ESKIMO LEADERS IN CONTEMPORARY CANADA.

DESCRIPTOR: *AMERICAN INDIANS; *BIOGRAPHIES; *CLASSROOM MATERIALS; *ESKIMOS; ETHNIC GROUPS; PROFESSIONAL RECOGNITION; RACIAL RECOGNITION; *RECOGNITION

IDENTIFIER: CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

THIS COLLECTION OF 15 BIOGRAPHIES WAS PREPARED TO ILLUSTRATE, FOR CLASSROOM PURPOSES, SOME OF THE WELL-KNOWN CONTEMPORARY INDIAN, ESKIMO, AND METIS PEOPLE IN CANADA TODAY. (MJB)

AVAILABILITY: INDIAN AND NORTHERN CURRICULUM RESOURCES CENTRE, COLLEGE OF EDUCATION, UNIVERSITY OF SASKATCHEWAN, SASKATOON, SASKATCHEWAN ($3.25)

ACCESSION NUMBER: ED055697

PUBLICATION DATE: AUG 71

TITLE: A STUDY OF NEW MEXICO MIGRANT AGRICULTURAL WORKERS.

PERSONAL AUTHOR: BORREGO, JOHN G.; AND OTHERS

DESCRIPTOR: *AGRICULTURAL LABORERS; *AMERICAN INDIANS; CULTURAL FACTORS; ECONOMICALLY DISADVANTAGED; EDUCATIONALLY DISADVANTAGED; FEDERAL PROGRAMS; HEALTH; LIVING STANDARDS; *MEXICAN AMERICANS; *MIGRANT PROBLEMS; *MIGRANTS; RURAL AREAS; STATE AGENCIES; STATE PROGRAMS; URBAN IMMIGRATION

IDENTIFIER: NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 75P.

THE INTENT OF THIS REPORT, AS STATED, IS TO BRING ABOUT AN AWARENESS OF THE KINDS OF PROBLEMS FACED BY MIGRANT AGRICULTURAL WORKERS (MEXICAN AMERICANS AND NAVAJOS), BY FARMERS, AND BY AGENCIES OFFERING SERVICES TO THESE MIGRANTS IN NEW MEXICO. AN OVERVIEW OF THE NATIONAL AND STATE MIGRANT SITUATION IS PRESENTED, AS WELL AS CASE STUDIES OF VARIOUS NEW MEXICO COUNTIES, A DISCUSSION OF THE OVERALL LIFESTYLES OF THE MEXICAN AMERICAN OF NORTHERN NEW MEXICO AND THE NAVAJOS ON THE RESERVATION, ECONOMIES OF THE 2 GROUPS, AND THE ROLE OF TECHNOLOGY AND MECHANIZATION. AGENCY SERVICES ARE DESCRIBED IN TERMS OF SUCH AREAS AS HOUSING CONDITIONS, HEALTH AND SANITATION, EDUCATION, ECONOMIC CONDITIONS, SOCIAL SERVICES, LABOR MANAGEMENT AND CREW LEADERS, AND TRANSPORTATION. MIGRANT PROBLEMS DISCUSSED INCLUDE WAGES (ANNUAL AVERAGE WAGE OF $922); CHILD LABOR (25% OF THE MIGRANT WORK FORCE ARE UNDER AGE 16); EDUCATION (AVERAGE GRADE LEVEL WAS 8.6 IN 1967, WITH 17% OF THESE BEING FUNCTIONALLY ILLITERATE); HEALTH (PER CAPITA HEALTH EXPENDITURE IN 1967 WAS $12 COMPARED TO $200 FOR THE TOTAL POPULATION); INADEQUATE HOUSING; AND BENEFITS (EXCLUSION OF UNEMPLOYMENT INSURANCE, SOCIAL SECURITY, AND WORKMEN'S COMPENSATION). STATE RESOURCES, A LISTING OF STATE AGENCIES, AND A BIBLIOGRAPHY ARE APPENDED. (JB)

AVAILABILITY: DESIGN AND PLANNING ASSISTANCE CENTER, 2414 CENTRAL AVENUE S.E., ALBUQUERQUE, NEW MEXICO 87106 (FREE WHILE SUPPLY LASTS)

ACCESSION NUMBER: ED055698

PUBLICATION DATE: 70

TITLE: TEACHING READING TO THE BILINGUAL CHILD: MOTIVATIONAL TECHNIQUES. SHARING IDEAS, VOLUME 7, NUMBER 6.

PERSONAL AUTHOR: DAVIS, BERTHA M.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL STUDENTS; ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); GRADE 7; GRADE 8; KINDERGARTEN; *LEARNING ACTIVITIES; *MOTIVATION TECHNIQUES; *READING INSTRUCTION

IDENTIFIER: NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 69P.

THE MOTIVATIONAL TECHNIQUES PRESENTED IN THIS DOCUMENT WERE PREPARED BY PARTICIPANTS IN THE EDUCATION 641 WORKSHOP (TEACHING READING TO BILINGUALS) DURING A 1970 SUMMER SESSION AT NORTHERN ARIZONA UNIVERSITY, FLAGSTAFF. THE 42 CONTRIBUTORS (SOME ARE NAVAJO OR SPEAK NAVAJO) DESCRIBE TECHNIQUES THAT THEY HAVE USED IN TEACHING READING OF ENGLISH TO NAVAJO CHILDREN IN GRADES K-8. ACTIVITIES AND TECHNIQUES ARE ARRANGED BY GRADE LEVEL. (BO)

ACCESSION NUMBER: ED055703

PUBLICATION DATE: OCT 71

TITLE: HOUSE BILL NO. 1: SPECIAL ENGLISH CLASSES. EVALUATION.

PERSONAL AUTHOR: MAYNES, J. O., JR.

DESCRIPTOR: AMERICAN INDIANS; *BILINGUAL EDUCATION; *ENGLISH (SECOND LANGUAGE); MINORITY GROUPS; *PRIMARY GRADES; PROGRAM DEVELOPMENT; *PROGRAM EFFECTIVENESS; PROGRAM EVALUATION; SPANISH SPEAKING; *STATE PROGRAMS

IDENTIFIER: ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 31P.

DEFINING THE OVERALL OBJECTIVE OF BILINGUAL EDUCATION TO BE THE INTEGRATION OF THE CHILD INTO THE MAINSTREAM OF AMERICAN LIFE WHILE MAINTAINING AUDIOLINGUAL SKILLS IN BOTH ENGLISH AND THE NATIVE LANGUAGE WITHOUT LOSING CERTAIN ASPECTS OF THE SUBCULTURE, THIS REPORT SUMMARIZES INFORMATION FROM 19 SCHOOL DISTRICTS INVOLVED IN SPECIAL ENGLISH CLASSES FUNDED UNDER THE ARIZONA STATE HOUSE BILL NO. 1. UTILIZING RESULTS DERIVED FROM THE MONROE ORAL LANGUAGE SCALE FOR 16 OF THE 19 SCHOOL DISTRICTS INVOLVING APPROXIMATELY 6,000 PREDOMINATELY SPANISH-SPEAKING OR AMERICAN INDIAN CHILDREN (GRADES 1 THROUGH 3), SIGNIFICANT PROGRESS IN ORAL LANGUAGE DEVELOPMENT DURING THE INTERIM BETWEEN PRE- AND POST-TESTS WAS FOUND. ALTHOUGH NO CONTROLS WERE USED TO ACCOUNT FOR MATURATION EFFECTS, IT WAS DEEMED PROBABLE THAT THE GAINS WERE DUE TO THE SPECIAL ENGLISH CLASSES. AMONG THE RECOMMENDATIONS, IT IS NOTED THAT A UNIFORM TESTING METHODOLOGY BE IMPLEMENTED AND THAT THE COMPARISON OF RESULTS BETWEEN DIFFERENT SCHOOL DISTRICTS BE AVOIDED. FURTHER RECOMMENDATIONS ENCOMPASS FINANCING AND PROGRAM DEVELOPMENT. TWO REFERENCES AND 1 TABLE ARE INCLUDED. A RELATED DOCUMENT IS ED 044 192. (MJB)

ACCESSION NUMBER: ED055704

PUBLICATION DATE: 65

TITLE: REPORT OF A SURVEY TO DETERMINE THE EDUCATIONAL NEEDS OF PAPAGO CHILDREN AND ADULTS WITH RECOMMENDATIONS FOR THE FULFILLMENT OF THOSE NEEDS.

PERSONAL AUTHOR: STOUT, IRVING W.; MOORE, JOSIAH

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *CULTURAL FACTORS; *DEMOGRAPHY; *EDUCATION; FAMILY (SOCIOLOGICAL UNIT); HOME FURNISHINGS; LANGUAGE USAGE; OCCUPATIONAL SURVEYS; RESERVATIONS (INDIAN); *SOCIOECONOMIC INFLUENCES; STATISTICAL SURVEYS; TABLES (DATA)

IDENTIFIER: *PAPAGOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 113P.

INTERVIEW FINDINGS, ANALYSIS OF THE FINDINGS, AND RECOMMENDATIONS FOR FURTHER ACTION (WITH SUGGESTED PROPOSALS) ARE CONTAINED IN THIS REPORT OF A 1965 SURVEY WHEREIN 538 PAPAGO FAMILIES, REPRESENTING EACH DISTRICT OF THE PAPAGO INDIAN RESERVATION, WERE INTERVIEWED. THE SURVEY, PART OF AN OVERALL PLAN LEADING TO A COMMUNITY ACTION PROGRAM FUNDED UNDER THE ECONOMIC OPPORTUNITY ACT OF 1964, GATHERED INFORMATION ON SUCH FACTORS AS PARENTS' SCHOOLING AND USE OF ENGLISH; PRESENT OCCUPATION, WORK TRAINING, AND WORK EXPERIENCE; THE VILLAGES; THE HOMES; THE PEOPLE; AND THE CHILDREN. IN THE REPORT, THE 3 GROUPS OF RECOMMENDATIONS (APPROXIMATELY 20) BASED ON THE FINDINGS ARE THOSE HAVING TO DO WITH WORK, THOSE DEALING DIRECTLY WITH EDUCATION, AND THOSE HAVING DIRECT BEARING ON METHODS OF CARRYING OUT THE RECOMMENDATIONS FOR WORK AND EDUCATION. AMONG THE SUGGESTED PROPOSALS TO BE PREPARED AND SUBMITTED TO THE OFFICE OF ECONOMIC OPPORTUNITY ARE THOSE WHICH WILL RESULT IN AN ECONOMIC, LEGAL, AND ENGINEERING AUDIT OF THE POSSIBILITY FOR WORK OPPORTUNITIES ON THE RESERVATION; A SELF-HELP TRAINING PROGRAM DESIGNED TO MAKE IT POSSIBLE FOR PERSONS TO KEEP UP THEIR HOMES AND THEIR HOME EQUIPMENT; PRESCHOOLS; ADDITIONAL PARENT-CHILD CENTERS; ADULT EDUCATION PROGRAMS; DEVELOPMENT OF COMMUNITY PLANNING AND ACTION; AND LEADERSHIP RECRUITMENT AND TRAINING. (JB)

ACCESSION NUMBER: ED055705

PUBLICATION DATE: 70

TITLE: ANNUAL REPORT OF THE OFFICE OF INDIAN AFFAIRS FROM THE DIRECTOR AND THE SUPERVISORS OF INDIAN EDUCATION FOR THE STATE OF MINNESOTA, 1969-70.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; ATTENDANCE; CURRICULUM; DROPOUT RATE; EDUCATIONAL FINANCE; EDUCATIONAL INNOVATION; INSERVICE TEACHER EDUCATION; PARENT PARTICIPATION; *PROGRAM DESCRIPTIONS; *PUBLIC EDUCATION; RELEVANCE (EDUCATION); SCHOOL SERVICES; *STATE DEPARTMENTS OF EDUCATION; STATE FEDERAL AID; STATE PROGRAMS

IDENTIFIER: JOHNSON O MALLEY ACT; MINNESOTA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 75P.

THE 1969-70 REPORT ON INDIAN EDUCATION IN THE PUBLIC SCHOOLS OF MINNESOTA PRESENTS DATA ON FINANCES; ENROLLMENT; ATTENDANCE; DROPOUTS; GRADUATES; TAXES; AND COSTS OF SCHOOLING, HOT LUNCHES, AND TRANSPORTATION. INCLUDED IN THE REPORT ARE DISCUSSIONS OF SUCH PROBLEMS AS THE HIGH DROPOUT RATE AND LOW ATTENDANCE RATE OF INDIAN CHILDREN, ESPECIALLY AT THE SECONDARY LEVEL; THESE PROBLEMS ARE ATTRIBUTED TO FACTORS SUCH AS THE UNRELATEDNESS OF THE EDUCATIONAL PROGRAM TO THE BACKGROUND AND NEEDS OF INDIAN STUDENTS, THE CRITICAL SHORTAGE OF INDIAN TEACHERS, THE MOVEMENT OF INDIAN FAMILIES FROM RESERVATION TO METROPOLIS AND BACK, AND THE LOW LEVEL OF INDIAN INVOLVEMENT IN EDUCATION. FEDERAL AND STATE PROGRAMS DESIGNED TO SOLVE THESE AND OTHER PROBLEMS ARE ALSO DESCRIBED, INCLUDING THE OPERATION OF STATE AND LOCAL INDIAN EDUCATION ADVISORY COMMITTEES COMPOSED OF INDIANS; THE INDIAN SCHOLARSHIP, HIGHER EDUCATION, AND GUIDANCE SERVICES PROGRAM; INSERVICE TRAINING OF NON-INDIAN TEACHERS; THE REWRITING OF INSTRUCTIONAL MATERIALS; THE DISSEMINATION OF MATERIALS RELATING TO INDIAN LIFE, HISTORY, AND CULTURE; AND THE REORGANIZATION OF THE STATE DEPARTMENT OF EDUCATION, INVOLVING THE CREATION OF A FULL-TIME DIRECTOR OF INDIAN EDUCATION. INCLUDED AMONG THE 15 TABLES IS THE JOHNSON-O'MALLEY ANNUAL FINANCIAL REPORT. (BO)

ACCESSION NUMBER: ED055707

PUBLICATION DATE: 71

TITLE: ARE YOU LISTENING, NEIGHBOR? REPORT OF THE INDIAN AFFAIRS TASK FORCE.

DESCRIPTOR: *AMERICAN INDIANS; *ATTITUDES; *CIVIL RIGHTS; CULTURAL FACTORS; EDUCATIONAL DISADVANTAGEMENT; HISTORY; HOUSING; LEGISLATION; *SOCIOECONOMIC INFLUENCES; *STATE ACTION; WELFARE SERVICES; ZONING

IDENTIFIER: WASHINGTON STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 110P.

AS STATED, THIS INDIAN-PREPARED DOCUMENT DEALS WITH RELATIONS BETWEEN WASHINGTON STATE AND HER INDIAN CITIZENS (ESTIMATED TO BE OVER 25,000) AND CONTAINS INDIAN THINKING, VIEWS, AND OPINIONS. THE 14 CHAPTERS DEAL WITH SUCH TOPICS AS NATIONAL INDIAN POLICY, THE CULTURAL CLASH, JURISDICTION ON THE RESERVATION, ZONING ON THE RESERVATION, TRIBAL FISHING RIGHTS, INDIAN WATER RIGHTS, EMPLOYMENT AND ECONOMICS ON THE RESERVATION, PUBLIC ASSISTANCE, HEALTH, EDUCATION, AND HOUSING. INCORPORATED IN MOST OF THE CHAPTERS ARE RECOMMENDATIONS OF THE INDIAN AFFAIRS TASK FORCE, A JOINT TASK FORCE OF THE GOVERNOR'S ADVISORY COUNCIL ON URBAN AFFAIRS AND THE GOVERNOR'S INDIAN ADVISORY COMMITTEE. THE APPENDIXES INCLUDE DISCUSSIONS OF TRIBAL SOVEREIGNTY, INDIAN CITIZENSHIP, AND TAXATION. ALSO APPENDED ARE EXCERPTS FROM THE TREATY OF POINT ELLIOTT (1855), TASK FORCE LEGISLATIVE PROPOSALS, FEDERAL AND STATE INDIAN LEGISLATION, AND LISTS OF TRIBAL LEADERS AND INDIAN ORGANIZATIONS. (JB)

ACCESSION NUMBER: ED055709

PUBLICATION DATE: OCT 71

TITLE: INDIAN EDUCATION PROGRAM. ANNUAL REPORT, 1970-1971 TO UNITED STATES BUREAU OF INDIAN AFFAIRS.

PERSONAL AUTHOR: POEHLMAN, CHARLES H.

DESCRIPTOR: ADULT PROGRAMS; *AMERICAN INDIANS; *ANNUAL REPORTS; COMMUNITY INVOLVEMENT; CULTURAL BACKGROUND; DROPOUTS; EDUCATION; *EDUCATIONAL FINANCE; ENRICHMENT ACTIVITIES; ENROLLMENT; EVENING CLASSES; *FEDERAL AID; PROGRAM DESCRIPTIONS; SCHOOL COMMUNITY RELATIONSHIP; *STATE PROGRAMS; STUDENT NEEDS

IDENTIFIER: JOHNSON O MALLEY ACT; NEVADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 64P.

AFTER A 2-PAGE HISTORY OF THE JOHNSON-O'MALLEY ACT, WHICH PROVIDES FUNDS FOR INDIAN CHILDREN ATTENDING PUBLIC SCHOOLS, BASIC OBJECTIVES FOR EDUCATIONAL PROGRAMS, THE PROBLEMS ENCOUNTERED IN DEVELOPING THESE PROGRAMS, AND ACCOMPANYING RECOMMENDATIONS ARE DISCUSSED. TABULAR REPORTS OF JOHNSON-O'MALLEY (JOM) EXPENDITURES ARE THEN PRESENTED IN COMPOSITE AND BY SCHOOL DISTRICT, AND BENEFICIARIES OF SPECIAL FUND ALLOCATIONS ARE ENUMERATED. THREE SUCCESSFUL PROGRAMS FOR INDIAN CHILDREN IN NEVADA ARE DESCRIBED: (1) THE MOAPA SUMMER EDUCATIONAL-RECREATIONAL PROGRAM (CLARK COUNTY SCHOOL DISTRICT), (2) THE SUMMER READING PROGRAM FOR PRIMARY STUDENTS (A 1-SCHOOL PROGRAM IN LYON COUNTY SCHOOL DISTRICT), AND (3) THE INDIAN PRE-SCHOOL SUMMER EDUCATION PROGRAM (CHURCHILL COUNTY SCHOOL DISTRICT). PUBLIC LAW 89-10 TITLE I PROGRAMS SERVING INDIAN CHILDREN IN NEVADA ARE LISTED; ALSO PRESENTED ARE SCHOOL DISTRICT NEWS (BY DISTRICT), ENROLLMENT AND ATTENDANCE DATA (BY DISTRICT), RESULTS OF THE NEVADA INDIAN DROPOUT STUDY, NEVADA'S PLAN FOR DISTRIBUTION OF JOM CONTRACT FUNDS, AND PROCEDURES FOR DETERMINATION OF STATE APPORTIONMENT FOR NEVADA PUBLIC SCHOOLS. RELATED DOCUMENTS ARE ED 013 147, ED 032 143, ED 032 186, AND ED 044 218. (MJB)

ACCESSION NUMBER: ED055713

PUBLICATION DATE: 70

TITLE: FACTORS ASSOCIATED WITH DEVIANT BEHAVIOR AT INTERMOUNTAIN SCHOOL.

PERSONAL AUTHOR: MINOCK, SONYA NESCH

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *BOARDING SCHOOLS; FAMILY (SOCIOLOGICAL UNIT); INTERVIEWS; *MASTERS THESES; RESEARCH; *SECONDARY SCHOOL STUDENTS; SEX DIFFERENCES; *SOCIALLY DEVIANT BEHAVIOR

IDENTIFIER: NAVAJOS ,

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 63P.; MASTER'S THESIS SUBMITTED TO UTAH STATE UNIVERSITY, LOGAN, UTAH

THE TYPES AND FREQUENCY OF DEVIANCE, AND THE RELATIONSHIP BETWEEN DEVIANCE AND FACTORS IN THE PRE-INTERMOUNTAIN, INTERMOUNTAIN, AND POST-INTERMOUNTAIN EXPERIENCES, WERE STUDIED USING THE MALE POPULATION OF THE 1964 GRADUATING CLASS AT INTERMOUNTAIN SCHOOL, BRIGHAM CITY, UTAH. AMONG THE IMPORTANT FINDINGS, IT WAS NOTED THAT (1) OF 233 TOTAL DEVIANT ACTS, 84 WERE TIME-SCHEDULE VIOLATIONS AND 66 WERE DRINKING AND DRINKING-RELATED VIOLATIONS; (2) THE QUANTITATIVE PATTERN OF DEVIANCE WAS ABOUT RHE SAME DURING GRADES 10 AND 11 AND THEN DECREASED DURING GRADE 12; (3) THERE WAS AN INVERSE RELATIONSHIP BETWEEN FAMILY SIZE AND DEVIANCE; (4) THE LOWEST AVERAGE DEVIANCE RATE OCCURRED AMONG THOSE STUDENTS WHOSE PARENTS WERE LIVING TOGETHER; (5) THE STUDENTS WHO STARTED SCHOOL AT AGES 6 TO 7 HAD THE LOWEST AVERAGE DEVIANCE RATE; (6) THERE WAS A NEGATIVE CORRELATION BETWEEN GRADE POINT AVERAGE AND DEGREE OF DEVIANCE; (7) DEVIANTS HAD HIGHER AVERAGE SCORES THAN NON-DEVIANTS ON 10 OF 20 CHARACTERISTICS EVALUATED BY COUNSELORS AND TEACHERS; AND (8) THE FORMER INTERMOUNTAIN STUDENTS WITH THE HIGHEST POST-HIGH-SCHOOL "PRODUCTIVE ACTIVITY" SCORES ALSO HAD THE HIGHEST HIGH SCHOOL AVERAGE DEVIANCE RATE. (AUTHOR/LS)

AVAILABILITY: INTER-LIBRARY LOAN FROM UTAH STATE UNIVERSITY, LOGAN, UTAH.

ACCESSION NUMBER: ED055716

PUBLICATION DATE: APR 70

TITLE: HANDBOOK OF NATIVE AMERICAN STUDIES AND CHRONOLOGY OF NATIVE AMERICAN HISTORY.

PERSONAL AUTHOR: FORBES, JACK D.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; *COLLEGE CURRICULUM; CULTURAL FACTORS; *CURRICULUM GUIDES; *ETHNIC STUDIES; HISTORY; *PROGRAM DEVELOPMENT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 236P.

INTENDED AS "A PRACTICAL GUIDE TO THE DEVELOPMENT OF NATIVE AMERICAN STUDIES PROGRAMS, NATIVE AMERICAN STUDIES COURSES, AND INDIAN-ORIENTED HIGHER EDUCATION PROGRAMS," THIS HANDBOOK PLACES EMPHASIS UPON MATERIALS ACTUALLY UTILIZED IN THE DEVELOPMENT OF NATIVE AMERICAN STUDIES AT THE UNIVERSITY OF CALIFORNIA, DAVIS, AND IN THE CREATION OF DEGANAWIDAH-QUETZALCOATL UNIVERSITY. CHAPTER HEADINGS ARE "NATIVE AMERICAN STUDIES AND ETHNIC STUDIES;" "AUTONOMY OR INTEGRATION: STRUCTURAL ARRANGEMENTS FOR NATIVE AMERICAN STUDIES PROGRAMS;" "MATERIALS UTILIZED IN THE DEVELOPMENT OF NATIVE AMERICAN STUDIES AT THE UNIVERSITY OF CALIFORNIA, DAVIS;" "SELECTIONS FROM THE BRIEF PROPOSAL FOR DEGANAWIDAH-QUETZALCOATL UNIVERSITY; "THOUGHTS ON THE DEVELOPMENT OF PROGRAMS AT DEGANAWIDAH-QUETZALCOATL UNIVERSITY;" AND "SAMPLE COURSES AND COURSE OUTLINES." ALSO INCLUDED IS A 111-PAGE CHRONOLOGY OF NATIVE AMERICAN HISTORY (WITH EMPHASIS ON THE U.S.) FROM 100,000 B.P. (BEFORE THE PRESENT) TO APRIL 1971. ALTHOUGH IT IS NOTED THAT THE CHRONOLOGY REPRESENTS ONLY A BEGINNING IN THE VAST EFFORT TO RECORD THE FACTS OF NATIVE AMERICAN DEVELOPMENT, IT IS HOPED THAT THE CHRONOLOGY WILL BE USEFUL TO INSTRUCTORS IN INDIAN HISTORY AND THAT IT WILL SERVE AS A BEGINNING POINT FOR A MORE COMPLETE CHRONOLOGY. (JB)

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ACCESSION NUMBER: ED055717

PUBLICATION DATE: NOV 70

TITLE: A SELECTED BIBLIOGRAPHY OF MATERIALS RELATED TO AMERICAN INDIAN EDUCATION, ECONOMICS AND DEVIANT BEHAVIOR.

PERSONAL AUTHOR: KELLER, CHARLES, COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; DELINQUENCY; DOCTORAL THESES; *ECONOMICS; *EDUCATION; HUMAN RESOURCES; MASTERS THESES; PUBLICATIONS; REPORTS; RESOURCE MATERIALS; *SOCIALLY DEVIANT BEHAVIOR

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 42P.

MORE THAN 500 CITATIONS OF RESOURCE MATERIALS PUBLISHED BETWEEN 1907 AND 1968 ON THE EDUCATION, ECONOMICS, AND DEVIANT BEHAVIOR OF THE AMERICAN INDIAN ARE INCLUDED IN THIS BIBLIOGRAPHY, WHICH IS INTENDED FOR PERSONS, AGENCIES, OR ORGANIZATIONS INTERESTED IN SERIOUS RESEARCH OF THE PROBLEMS OF AMERICAN INDIANS. MATERIALS RELATING TO EDUCATION ARE GROUPED UNDER "BOOKS;" "REPORTS, STUDIES AND JOURNAL ARTICLES;" OR "THESES AND DISSERTATIONS." MATERIALS RELATING TO DEVIANT BEHAVIOR ARE GROUPED ALPHABETICALLY IN A SINGLE LIST. NAMES AND ADDRESSES OF RESOURCE PERSONS AND ORGANIZATIONS TO CONTACT ARE INCLUDED. (JH)

AVAILABILITY: PROFESSOR CHARLES KELLER, EASTERN ILLINOIS UNIVERSITY, CHARLESTON, ILLINOIS 61920 (FREE WHILE SUPPLY LASTS)

ACCESSION NUMBER: ED055718

PUBLICATION DATE: AUG 63

TITLE: A STUDY OF SOME OF THE IMPORTANT FACTORS WHICH ENCOURAGE INDIAN STUDENTS IN APACHE AND NAVAJO COUNTIES IN ARIZONA TO SEEK A HIGHER EDUCATION AFTER HIGH SCHOOL GRADUATION.

PERSONAL AUTHOR: HAMBLIN, JOHN RAY

DESCRIPTOR: *ACADEMIC ASPIRATION; *AMERICAN INDIANS; FAMILY (SOCIOLOGICAL UNIT); FINANCIAL NEEDS; GRADE 12; *HIGHER EDUCATION; *MOTIVATION; PARENT ATTITUDES; SCHOLARSHIPS; *SOCIOECONOMIC INFLUENCES; TEACHER ATTITUDES

IDENTIFIER: ARIZONA

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 93P.; MASTER'S THESIS SUBMITTED TO BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH

THIS MASTER'S THESIS SOUGHT TO EXAMINE FACTORS WHICH ENCOURAGE INDIAN STUDENTS IN APACHE AND NAVAJO COUNTIES IN ARIZONA TO SEEK HIGHER EDUCATION AFTER HIGH SCHOOL GRADUATION. INFORMATION WAS SOUGHT IN AN ATTEMPT TO ANSWER THE FOLLOWING QUESTION: WHAT EFFECT DO THE TRIBAL SCHOLARSHIP FUND, STUDENTS THEMSELVES, PARENTS, HIGH SCHOOL TEACHERS, AND FRIENDS HAVE ON ENCOURAGING INDIAN STUDENTS TO SEEK HIGHER EDUCATION? UTILIZING 126 COMPLETED QUESTIONNAIRES RECEIVED FROM INDIAN SENIORS IN 8 HIGH SCHOOLS AND 40 COMPLETED QUESTIONNAIRES RECEIVED FROM TEACHERS OF THESE STUDENTS, THE DATA WERE ORGANIZED INTO 4 SECTIONS: STUDENT BACKGROUND AND PERSONAL DATA, INDIAN FAMILY DATA, SCHOLARSHIP DATA, AND TEACHER AND SCHOOL DATA. AMONG THE CONCLUSIONS, IT WAS NOTED THAT MOST INDIAN HIGH SCHOOL SENIORS HAD A STRONG DESIRE TO CONTINUE HIGH SCHOOL AND IMPROVE THEMSELVES; MOST GRADUATING SENIORS WERE REALISTIC IN THEIR EDUCATIONAL DESIRES; SCHOLARSHIPS NEEDED TO BE LARGE ENOUGH TO PROVIDE FOR ESSENTIAL STUDENT NEEDS; PARENTS WERE IMPORTANT IN ENCOURAGING THE STUDENTS TO SEEK HIGHER EDUCATION; AND MANY INDIAN PARENTS HAD UNSTEADY INCOME, THEREBY NEGATING A SECURE SOURCE OF MONEY FOR THEIR CHILDREN'S PURSUITS OF HIGHER EDUCATION. INCLUDED ARE 6 RECOMMENDATIONS, A 36-ITEM BIBLIOGRAPHY, 26 TABLES, AND THE STUDENT AND TEACHER QUESTIONNAIRES. (MJB)

AVAILABILITY: INTER-LIBRARY LOAN FROM BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH

ACCESSION NUMBER: ED055719

PUBLICATION DATE: OCT 68

TITLE: ALASKA NATIVES & THE LAND.

PERSONAL AUTHOR: ARNOLD, ROBERT D.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BACKGROUND; CULTURE; DECISION MAKING; DEMOGRAPHY; DEVELOPMENT; ECOLOGY; ECONOMICS; EDUCATION; *ETHNOLOGY; FACILITIES; GOVERNMENT (ADMINISTRATIVE BODY); HEALTH; LAND SETTLEMENT; *LAND USE; NEEDS; NOMADS; OCCUPATIONS; ORGANIZATION; POLICY; RECREATION; RESOURCES; RURAL AREAS; SERVICES; *SURVEYS

IDENTIFIER: *ALASKA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$37.19

DESCRIPTIVE NOTE: 1026P.

PURSUANT TO THE NATIVE LAND CLAIMS WITHIN ALASKA, THIS COMPILATION OF BACKGROUND DATA AND INTERPRETIVE MATERIALS RELEVANT TO A FAIR RESOLUTION OF THE ALASKA NATIVE PROBLEM SEEKS TO RECORD DATA AND INFORMATION ON THE NATIVE PEOPLES; THE LAND AND RESOURCES OF ALASKA AND THEIR USES BY THE PEOPLE IN THE PAST AND PRESENT; LAND OWNERSHIP; AND FUTURE NEEDS OF THE NATIVE PEOPLES, THE STATE OF ALASKA, AND THE FEDERAL GOVERNMENT. THE DOCUMENT CONTAINS 9 CHAPTERS: "ALASKA NATIVES TODAY: AN OVERVIEW" (POPULATION DISTRIBUTION AND GROWTH, VARIETY AND SIMILARITY, JOBS AND EARNED INCOME, PUBLIC AND GENERAL ASSISTANCE, EDUCATION, HEALTH, NATIVE ORGANIZATIONS, FEDERAL SPENDING AND ALASKA NATIVES); "VILLAGE ALASKA" (GENERAL CHARACTERISTICS, ECONOMY OF VILLAGE ALASKA, EDUCATION AND TRAINING, HOUSING AND FACILITIES, HEALTH STATUS, FUTURE OF VILLAGES AND GOVERNMENTAL POLICY); "LAND & ETHNIC RELATIONSHIPS" (THE LAND, REGIONAL ANALYSIS, REGIONAL CHARACTERIZATION AND ETHNIC IDENTIFICATION, REGIONAL OCCUPATION AND LIVELIHOOD PATTERNS); "NATURAL RESOURCES" (SIGNIFICANCE, SURFACE RESOURCES WILDLIFE, WATER, AGRICULUTRE, FORESTS, FISHERIES, AND RECREATION , SUBSURFACE RESOURCES LOCATABLE AND LEASABLE MINERAL RESOURCES); "THE LAND ISSUE" (HISTORY: REVIEW OF LAWS AND POLICY, PRESENT STATUS OF LANDS STATEWIDE AND REGIONALLY, THE LAND CONFLICT); "ECONOMIC DEVELOPMENT" (ALASKA'S ECONOMIC DEVELOPMENT, IMPACT OF ECONOMIC DEVELOPMENT ON NATIVE WELFARE, ECONOMIC CONSEQUENCES OF SETTLEMENT); AND "FRAMEWORK FOR DECISION" (ELEMENTS OF THE PROBLEM, ELEMENTS OF THE SETTLEMENT). INCLUDED ARE 579 FIGURES AND A 253-ITEM BIBLIOGRAPHY. A MAP ILLUSTRATING LOCATIONS OF NATIVE COMMUNITIES COMES WITH THE DOCUMENT IF ORDERED THROUGH GPO. (MJB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE (GPO), WASHINGTON, D.C. 20402 ($16.00)

ACCESSION NUMBER: ED055724

PUBLICATION DATE: DEC 69

TITLE: A BIBLIOGRAPHY OF THE IROQUOIAN LITERATURE, PARTIALLY ANNOTATED.

PERSONAL AUTHOR: WEINMAN, PAUL L.

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; ARCHAEOLOGY; *BIBLIOGRAPHIES; BIOGRAPHIES; *CULTURE; *HISTORY; LANGUAGE; MYTHOLOGY; RELIGION; *RESOURCE MATERIALS

IDENTIFIER: *IROQUOIS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 261P.

MORE THAN 2500 DOCUMENTS PUBLISHED BETWEEN 1609 AND 1967 ARE CITED IN THIS BIBLIOGRAPHY OF LITERATURE ON THE IROQUOIS INDIANS. ANNOTATIONS ARE INCLUDED FOR THOSE ARTICLES AND BOOKS WHICH ARE READILY AVAILABLE. ORIGINALLY DESIGNED AS A COLLECTION OF REFERENCES FOR NEW YORK STATE TEACHERS FACED WITH A NEW 7TH-GRADE SOCIAL STUDIES CURRICULUM WHICH INCLUDED THE STUDY OF IROQUOIS INDIANS, THE BIBLIOGRAPHY IN ITS PRESENT FORM IS "A POTENTIALLY VALUABLE AID" FOR STUDENTS, SCHOLARS, AND RESEARCHERS. RELATED CITATIONS ARE GROUPED UNDER SPECIFIC SUBJECT HEADINGS. (JH)

AVAILABILITY: NEW YORK STATE EDUCATION DEPARTMENT, C/O NEW YORK STATE MUSEUM AND SCIENCE SERVICE, STATE EDUCATION DEPARTMENT, ALBANY, NEW YORK 12224 ($1.00)

ACCESSION NUMBER: ED055726

PUBLICATION DATE: OCT 71

TITLE: A READING AND LANGUAGE DEVELOPMENT SYSTEM FOR PRIMARY GRADE INDIAN STUDENTS IN THE PACIFIC NORTHWEST: A FEASIBILITY SURVEY. FINAL REPORT.

PERSONAL AUTHOR: WRIGHT, DARRELL; LEONARD, DENI

DESCRIPTOR: ADMINISTRATOR ATTITUDES; *AMERICAN INDIANS; CULTURAL FACTORS; *FEASIBILITY STUDIES; HISTORY; *LANGUAGE DEVELOPMENT; PARENT ATTITUDES; *PRIMARY GRADES; QUESTION ANSWER INTERVIEWS; *READING DEVELOPMENT; RESERVATIONS (INDIAN); STATE DEPARTMENTS OF EDUCATION; STUDENT OPINION; SURVEYS; TABLES (DATA); TEACHER ATTITUDES

IDENTIFIER: PACIFIC NORTHWEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 53P.

THE OBJECTIVE OF THE SURVEY WAS TO SEEK ANSWERS TO 2 QUESTIONS: (1) ACCORDING TO TRIBAL LEADERS, INDIAN PARENTS, INDIAN STUDENTS, STATE DEPARTMENTS OF EDUCATION, LOCAL SCHOOL ADMINISTRATORS, AND TEACHERS, IS A READING AND LANGUAGE DEVELOPMENT SYSTEM BASED UPON INDIAN HISTORY AND CULTURE FEASIBLE? AND (2) IS IT FEASIBLE TO DESIGN AND CREATE A READING AND LANGUAGE DEVELOPMENT SYSTEM WHICH HAS A LARGE ENOUGH POTENTIAL POPULATION OF USERS SO THAT IT IS ECONOMICALLY FEASIBLE AS WELL AS BEING EFFECTIVE AND RELEVANT TO THE DIVERSE ETHNIC AND RACIAL GROUPS FOUND IN PUBLIC SCHOOL PRIMARY CLASSROOMS? A STRATIFIED SAMPLE OF INDIAN LEADERS, INDIAN PARENTS, AND INDIAN STUDENTS (FROM THE 2 INDIAN RESERVATIONS OF IDAHO, MONTANA, OREGON, AND WASHINGTON WITH THE LARGEST POPULATIONS AND THE 2 INDIAN RESERVATIONS IN THE 4 STATES WITH THE SMALLEST POPULATIONS) AND OF STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION, LOCAL SCHOOL ADMINISTRATORS, AND TEACHERS (FROM SCHOOL DISTRICTS RELATED TO THE SAME INDIAN RESERVATIONS) WAS INTERVIEWED AND ASKED TO COMPLETE A QUESTIONNAIRE. SURVEY RESULTS INDICATED THAT THE INDIAN PEOPLE AND PROFESSIONAL EDUCATORS SUPPORT THE DEVELOPMENT OF A READING AND LANGUAGE SYSTEM BASED UPON INDIAN HISTORY AND CULTURE AND AGREE THAT IT IS FEASIBLE. THE OPEN-ENDED COMMENTS OF THE INDIAN PEOPLE INDICATED A STRONG PERSONAL NEED FOR CULTURALLY RELEVANT MATERIAL FOR PRIMARY GRADES. (AUTHOR/JB)

ACCESSION NUMBER: ED056565

PUBLICATION DATE: 71

TITLE: A PLAN FOR FLUENCY FIRST.

PERSONAL AUTHOR: MULLEN, DANA

DESCRIPTOR: ADULT EDUCATION; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BIBLIOGRAPHIES; CREE; *CURRICULUM DESIGN; EDUCATIONALLY DISADVANTAGED; *ENGLISH (SECOND LANGUAGE); ILLITERACY; INSTRUCTIONAL MATERIALS; *LANGUAGE FLUENCY; *LANGUAGE SKILLS; MATHEMATICS; READING SKILLS; SECOND LANGUAGE LEARNING; SELF CONCEPT; TEACHING METHODS; TEXTBOOKS

IDENTIFIER: *CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 183P.

THE PROGRAM DISCUSSED IN THIS REPORT IS DESIGNED FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO DISADVANTAGED ADULTS AMONG THE INDIAN AND METIS POPULATION IN THE NORTHERN PRAIRIE LANDS OF CANADA. IT IS ESPECIALLY INTENDED FOR ADULTS WHO ARE NOT LITERATE IN THEIR OWN LANGUAGE AND REALIZES THAT THE STUDENTS MUST SPEAK ENGLISH BEFORE THEY CAN LEARN TO READ IT. THE TEACHING APPROACH IS DIRECTLY RELATED TO THE INTERESTS OF THE TRAINEES, AND CONTENT, METHODS, AND VISUAL AIDS ARE CONSTRUCTED ACCORDING TO THEIR EXPERIENCE. A SITUATIONAL APPROACH IS USED. OTHER SPECIAL FEATURES OF THE COURSE INCLUDE DETAILED USE OF INSTRUCTIONAL OBJECTIVES AND A PLANNED DAILY "TALKING HOUR" IN THE STUDENTS' OWN LANGUAGE. THE COURSE IS PLANNED AS AN INTEGRATED WHOLE, SO THAT THE LANGUAGE LESSONS PREPARE THE TRAINEES FOR READING AND MATHEMATICS. THE REPORT PROVIDES DETAILS ON PROGRAM ORGANIZATION AND ANNOTATED LISTS OF MATERIALS CONCERNING LANGUAGE AND LANGUAGE TEACHING AND INDIAN CULTURE AND HISTORY. A PROPOSED COURSE CONTENT IS PROVIDED ALONG WITH A DISCUSSION OF INSTRUCTIONAL ARRANGEMENTS AND OBJECTIVES. (VM)

ACCESSION NUMBER: ED056783

PUBLICATION DATE: 71

TITLE: PROPOSED BASIC POLICIES - BORREGO PASS SCHOOL. A STATEMENT OF INTENT FOR THE PURPOSE OF CONTRACTING WITH THE BIA FOR THE OPERATION OF OUR SCHOOL.

PERSONAL AUTHOR: STOUT, IRVING W.; PRATT, WAYNE T.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; *DAY SCHOOLS; *EDUCATIONAL POLICY; FEDERAL LAWS; LEGAL PROBLEMS; PERSONNEL POLICY; RURAL SCHOOLS; *SCHOOL DISTRICT AUTONOMY; STATE LAWS; STATE STANDARDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 99P.

THE RECOMMENDATIONS AND DECISIONS IDENTIFIED IN THIS DOCUMENT ARE THE DECISIONS OF THE BORREGO PASS, NEW MEXICO, SCHOOL BOARD. THE BOARD WAS ASSISTED BY COUNSULTANTS WHO RESEARCHED BOTH THE BUREAU OF INDIAN AFFAIRS (BIA) AND PUBLIC SCHOOL PRACTICES IN THE VARIOUS PHASES OF ELEMENTARY SCHOOL OPERATIONS. GENERALLY, THE FOLLOWING FORMAT IS FOLLOWED IN THE DOCUMENT CONCERNING EACH AREA OF SCHOOL OPERATION: (1) FEDERAL LAW, REGULATION, AND/OR BIA PRACTICE; (2) NEW MEXICO LAW, REGULATION, AND/OR GALLUP-MCKINLEY COUNTY SCHOOL PRACTICE; AND (3) THE PROPOSED POLICY OF THE BORREGO PASS SCHOOL BOARD. AREAS OF SCHOOL OPERATION COVERED ARE ADMINISTRATIVE SERVICES (E.G., CONSTRUCTION, MAINTENANCE, TRANSPORTATION, CERTIFICATION, RECORDKEEPING, AND BUDGETING); PROGRAM SERVICES (E.G., ACCREDITATION, BILINGUAL INSTRUCTION, GUIDANCE, PRESCHOOL AND ADULT EDUCATION, AND SUMMER SCHOOL); AND SUPPORT SERVICES (E.G., HEALTH SERVICES, FOOD POLICIES, AND SOCIAL SERVICES). THE STATEMENTS ARE NOT ALL-INCLUSIVE BUT ARE INTENDED ONLY TO INTRODUCE SCHOOL BOARD MEMBERS TO THE KINDS OF POLICY DECISIONS THAT MUST BE MADE WHEN A LOCAL SCHOOL BOARD TAKES OVER FULL OR PARTIAL CONTROL OF A BIA SCHOOL. INLCUDED ARE 31 RELEVANT APPENDICES. (LS)

ACCESSION NUMBER: ED056784

PUBLICATION DATE: 7 SEP 71

TITLE: ARIZONA COMMISSION OF INDIAN AFFAIRS. ANNUAL REPORT, 1970-1971.

DESCRIPTOR: ADMINISTRATION; *AMERICAN INDIANS; *ANNUAL REPORTS; DEMOGRAPHY; *ECONOMIC DEVELOPMENT; *EDUCATIONAL DEVELOPMENT; EMPLOYMENT; GOVERNMENT ROLE; HEALTH PROGRAMS; SERVICES; *STATE PROGRAMS; WELFARE

IDENTIFIER: ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 47P.

THE ARIZONA COMMISSION OF INDIAN AFFAIRS, IN ITS ANNUAL REPORT FOR 1970-71, LISTS THE TRIBES AND THEIR POPULATIONS, THE COMMISSION'S MEMBERSHIP, AND LEGISLATIVE ADVISORY COMMITTEES AND CONSULTANTS. AS NOTED, PROJECTS COMPLETED IN 1970-71 INCLUDED THE PRINTING AND DISTRIBUTION OF THE 1971 TRIBAL DIRECTORY AND OTHER MATERIALS PUBLISHED BY THE COMMITTEE, TAKING PHOTOS OF ALL TRIBAL CHAIRMEN FOR RELEASE TO THE NEWS MEDIA, AND COMPILING THE BI-ANNUAL INDIAN LEGISLATIVE DIGEST. GOALS AND OBJECTIVES OF THE COMMISSION ARE INCLUDED IN THE REPORT IN TERMS OF ECONOMICS, EDUCATION, MANPOWER, HEALTH, SAFETY AND JUSTICE, NATURAL RESOURCES, GENERAL GOVERNMENT, AND TRANSPORTATION. THE APPENDIX CONTAINS REPORTS FROM COOPERATING STATE AND FEDERAL ORGANIZATIONS AND IS DIVIDED INTO 5 GENERAL AREAS: ECONOMICS, EDUCATION, EMPLOYMENT, HEALTH, AND WELFARE. A RELATED DOCUMENT IS ED 047 859. (LS)

ACCESSION NUMBER: ED056786

PUBLICATION DATE: 71

TITLE: UNIVERSITY "HEADSTART" FOR INDIAN STUDENTS.

PERSONAL AUTHOR: CHEFURKA, P. M.; SIMONS, GEORGE

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE HOUSING; *EVALUATION; FRINGE BENEFITS; *HIGHER EDUCATION; ORIENTATION; PLANNING; RECREATION; *SECONDARY SCHOOL STUDENTS; *STUDENT EMPLOYMENT; SUMMER PROGRAMS; TABLES (DATA); WAGES

IDENTIFIER: CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.

IN ORDER TO HELP ORIENT INDIAN STUDENTS TO THE FACILITIES AND OPPORTUNITIES AVAILABLE AT AN INSTITUTION OF HIGHER LEARNING, THE FOLLOWING PROGRAM WAS DEVELOPED AT THE UNIVERSITY OF WESTERN ONTARIO. FIRST, LETTERS WERE CIRCULATED TO DEPARTMENTAL CHAIRMEN AND FACULTY MEMBERS ASKING THEM TO WRITE A PAPAGRAPH DESCRIBING EACH SUMMER JOB THAT COULD BE DONE BY A BRIGHT GRADE 12 OR 13 STUDENT (THE DEPARTMENT WOULD PAY PART OR ALL OF THE STUDENT'S WAGES OR AN ATTEMPT WOULD BE MADE TO FIND THE MONEY ELSEWHERE). ONE THE NUMBER OF JOBS WAS ASCERTAINED, LETTERS WERE SENT TO INDIAN AFFAIRS COUNSELLORS WHO WERE TO RECRUIT INDIAN STUDENTS HAVING PLANS TO ATTEND A UNIVERSITY OR COMMUNITY COLLEGE IN THE FALL. INITIALLY, THE STUDENTS WERE ASKED TO INDICATE THEIR MAIN INTEREST AND DEPARTMENTAL PREFERENCE AT THE UNIVERSITY. AFTER SUFFICIENT POSITIONS HAD BEEN COMMITTED, A LIST OF JOB DESCRIPTIONS ALONG WITH AN INTERVIEW APPLICATION WAS MAILED TO THE STUDENTS. STUDENTS SELECTED TO TAKE PART IN THE PROJECT WERE NOTIFIED TO COME TO THE UNIVERSITY (TRAVEL FARE AND LODGING WERE PROVIDED) WHERE THEY WERE INTERVIEWED BY PROFESSORS REPRESENTING THE STUDENT'S FIRST AND/OR SECOND DEPARTMENTAL CHOICE. ALL STUDENTS WERE THEN PLACED. DURING THE SUMMERS OF 1969 AND 1970, 27 STUDENTS PARTICIPATED. GENERALLY, STUDENTS' REACTIONS TO THE PROGRAM HAVE BEEN POSITIVE. (LS)

ACCESSION NUMBER: ED056788

PUBLICATION DATE: OCT 71

TITLE: A COMPARATIVE ANALYSIS OF INDIAN AND NON-INDIAN PARENTS' INFLUENCE ON EDUCATIONAL ASPIRATIONS, EXPECTATIONS, PREFERENCES AND BEHAVIOR OF INDIAN AND NON-INDIAN HIGH SCHOOL STUDENTS IN FOUR HIGH SCHOOLS.

PERSONAL AUTHOR: LARSON, WAYNE L.

DESCRIPTOR: *ACADEMIC ASPIRATION; *AMERICAN INDIANS; *ANGLO AMERICANS; *EXPECTATION; FAMILY INCOME; *FAMILY INFLUENCE; HIGH SCHOOL STUDENTS; RURAL YOUTH; SOCIOECONOMIC STATUS; STUDENT ATTITUDES; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 66P.

THE MAJOR OBJECTIVE OF THIS STUDY WAS TO ASCERTAIN WHICH OF THE ELIGIBLE PERSONS MOST INFLUENCED STUDENTS' EDUCATIONAL ASPIRATIONS, EXPECTATIONS, AND POTENTIAL PERFORMANCE. INFORMATION ON EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF 119 NATIVE AMERICANS AND 304 NON-INDIAN YOUTH ATTENDING 4 SMALL RURAL HIGH SCHOOLS IN MONTANA WAS OBTAINED BY QUESTIONNAIRE. FINDINGS SHOWED THAT PARENTS ARE PERCEIVED TO HAVE THE MOST INFLUENCE ON STUDENTS' SCHOOL WORK AND THAT SIBLINGS ARE NEXT IMPORTANT. DATA ALSO INDICATED VARIATIONS IN CHOICE OF MOST INFLUENTIAL PARENT IN TERMS OF ETHNICITY, RESIDENCE, SEX, AND LEVEL OF FAMILY INCOME. DIFFERENCES BETWEEN INDIAN STUDENTS AND NON-INDIAN STUDENTS ARE NOT AS GREAT AS DIFFERENCES BETWEEN LOW- AND HIGH-INCOME STUDENTS IN EITHER ETHNIC GROUP. A RELATED DOCUMENT IS RC005684. (LS)

186

ACCESSION NUMBER: ED056789

PUBLICATION DATE: OCT 71

TITLE: A COMPARISON OF THE DIFFERENTIAL EFFECT OF ETHNICITY AND PERCEPTION OF FAMILY INCOME ON EDUCATIONAL ASPIRATIONS, PREPARATION AND PARENTAL INFLUENCE-ATTEMPTS OF INDIAN AND NON-INDIAN STUDENTS IN FOUR RURAL HIGH SCHOOLS IN MONTANA.

PERSONAL AUTHOR: LARSON, WAYNE L.

DESCRIPTOR: *ACADEMIC ASPIRATION; *AMERICAN INDIANS; *ANGLO AMERICANS; *EXPECTATION; *FAMILY INCOME; FAMILY INFLUENCE; HIGH SCHOOL STUDENTS; RURAL YOUTH; SOCIOECONOMIC STATUS; STUDENT ATTITUDES; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.

PURPOSE OF THE STUDY WAS TO INVESTIGATE THE RELATIVE IMPACT OF FAMILY INCOME ON THE LEVEL OF EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL STUDENTS. INFORMATION ON EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF 119 NATIVE AMERICANS AND 304 NON-INDIAN YOUTH ATTENDING 4 SMALL RURAL HIGH SCHOOLS IN MONTANA WAS OBTAINED BY QUESTIONNAIRE. IT WAS FOUND THAT 9% FEWER INDIANS THAN NON-INDIANS ASPIRED TO ATTEND 4 YEARS OF COLLEGE, AND 10% FEWER INDIANS THAN NON-INDIANS EXPECTED TO ATTEND 4 YEARS OF COLLEGE. WHEN GROUPED BY FAMILY INCOME, 48% OF THE HIGH-INCOME INDIAN STUDENTS HELD ASPIRATIONS FOR A COLLEGE DEGREE, BUT ONLY 33% HELD THE SAME EXPECTATIONS. COMPARABLE PERCENTAGES FOR HIGH-INCOME NON-INDIAN STUDENTS WERE 61% AND 54%, INDICATING GREATER GOAL DEFLECTION AMONG INDIAN STUDENTS. THERE WAS LITTLE DIFFERENCE BETWEEN THE EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF LOW-INCOME INDIAN AND NON-INDIAN STUDENTS. A RELATED DOCUMENT IS RC005683. (LS)

ACCESSION NUMBER: ED056791

PUBLICATION DATE: JUN 70

TITLE: CITIZENS PLUS.

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; CULTURAL AWARENESS; *CULTURAL FACTORS; DROPOUTS; *ECONOMIC DEVELOPMENT; *EDUCATIONAL DEVELOPMENT; *FEDERAL LEGISLATION; GOVERNMENT ROLE; LOCAL GOVERNMENT; OBJECTIVES; RESERVATIONS (INDIAN); SCHOOL POLICY; SOCIAL DISCRIMINATION

IDENTIFIER: CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 10LP.

THE INDIAN CHIEFS OF ALBERTA PREPARED THIS DOCUMENT IN RESPONSE TO THE CANADIAN GOVERNMENT'S "WHITE PAPER ON INDIANS." BASICALLY THE WHITE PAPER WAS AN ATTEMPT TO TRANSFER OWNERSHIP OF THE LAND TO INDIVIDUAL INDIANS AND THE MANAGEMENT OF INDIAN AFFAIRS FROM THE FEDERAL TO THE PROVINCIAL GOVERNMENTS. IN THE PRESENT PAPER, THE INDIAN CHIEFS OF ALBERTA, REPRESENTING THE TREATY INDIANS, SET FORTH THEIR CASE FOR THE TREATY RIGHTS GRANTED THEM AND ASK THAT THE FEDERAL GOVERNMENT CONTINUE TO RECOGNIZE THE TREATIES. THE CHIEFS SUGGEST PROGRAMS IN ECONOMICS, HEALTH, AND EDUCATION THAT WOULD AID IN THE FULFILLMENT OF THE FEDERAL GOVERNMENT'S RESPONSIBILITIES. (LS)

AVAILABILITY: INDIAN ASSOCIATION OF ALBERTA, ROOM 203, KINGSWAY COURT, 11710 KINGSWAY AVE., EDMONTON 19, ALBERTA, CANADA ($2.00)

ACCESSION NUMBER: ED056794

PUBLICATION DATE: 71

TITLE: FACTORS AFFECTING ATTITUDES TOWARD EDUCATION AMONG INDIAN HIGH SCHOOL STUDENTS IN PHOENIX AREA OFF-RESERVATION SCHOOLS AND MEXICAN-AMERICAN AND BLACK STUDENTS IN PHOENIX UNION HIGH SCHOOL.

DESCRIPTOR: AGE DIFFERENCES; *AMERICAN INDIANS; ANALYSIS OF VARIANCE; *ATTITUDES; BEHAVIOR; *BOARDING SCHOOLS; CULTURAL DIFFERENCES; FEDERAL PROGRAMS; MEXICAN AMERICANS; NEGROES; QUESTIONNAIRES; RURAL URBAN DIFFERENCES; *SECONDARY SCHOOL STUDENTS; *SELF CONCEPT; SEX DIFFERENCES; TABLES (DATA); TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 77P.

THE PRIMARY PURPOSE OF THIS STUDY WAS TO DETERMINE THE RELATIONSHIPS AMONG SELECTED CHARACTERISTICS TO ATTITUDES HELD BY STUDENTS RELATIVE TO VARIOUS ASPECTS OF THE EDUCATIONAL PROGRAM AT PHOENIX INDIAN HIGH SCHOOL (PIHS), SHERMAN INDIAN HIGH SCHOOL, AND STEWART INDIAN HIGH SCHOOL. A SECONDARY PART OF THE STUDY COMPARED INDIAN STUDENTS' ATTITUDES TO THOSE OF MEXICAN AMERICAN AND BLACK STUDENTS AT PHOENIX UNION HIGH SCHOOL (PUHS), AN INNER-CITY SCHOOL. A 65-ITEM INSTRUMENT WAS DESIGNED TO OBTAIN INFORMATION PERTAINING TO 5 CATEGORIES: RECREATION, TEACHERS, SELF-CONCEPT, HOME ATTITUDES TOWARD SCHOOL, AND VALUE OF EDUCATION. INCLUDED IN THE SAMPLE WERE 578 PIHS, 385 SHERMAN INDIAN HIGH, 356 STEWART INDIAN HIGH, AND 1022 PUHS STUDENTS. THE ATTITUDES OF STUDENTS WITHIN PHOENIX, SHERMAN, AND STEWART INDIAN SCHOOLS WERE ANALYZED IN TERMS OF SCHOOL, SEX, GRADE LEVEL, TRIBE, YEARS IN PUBLIC SCHOOL, YEARS IN BIA SCHOOL, SUPENSIONS, AND INFRACTIONS. TREATMENT OF DATA CONSISTED OF EXTRACTING THE ATTITUDE SCORES BY SUMMING THE NUMERICAL SCORES ASSIGNED TO EACH RESPONSE. THESE RAW SCORES WERE ANALYZED USING 1-WAY AND 2-WAY ANALYSES OF VARIANCE. SEVERAL SIGNIFICANT RELATIONSHIPS WERE REVEALED. AMONG THEM, IT WAS FOUND THAT STUDENTS IN THE 3 INDIAN SCHOOLS HAD POSITIVE ATTITUDES, BUT PIHS STUDENTS HAD MORE POSITIVE ATTITUDES TOWARD ALL 5 CATEGORIES THAN DID STEWART AND SHERMAN STUDENTS. PUHS STUDENTS SHOWED MORE FAVORABLE ATTITUDES TOWARD SELF THAN DID STUDENTS FROM THE INDIAN HIGH SCHOOLS. THE QUESTIONNAIRE IS APPENDED. (LS)

ACCESSION NUMBER: ED056795

PUBLICATION DATE: SEP 71

TITLE: REPORT OF FINAL EVALUATION, ESEA TITLE I PROJECTS, FISCAL YEAR 1971.

DESCRIPTOR: AFFECTIVE OBJECTIVES; *AMERICAN INDIANS; ANNUAL REPORTS; BILINGUAL EDUCATION; BOARDING SCHOOLS; COGNITIVE OBJECTIVES; COMPENSATORY EDUCATION; DAY SCHOOLS; DROPOUTS; EDUCATIONAL ACCOUNTABILITY; EDUCATIONAL DEVELOPMENT; *ELEMENTARY SCHOOL STUDENTS; *FEDERAL PROGRAMS; OCCUPATIONAL GUIDANCE; PHYSICAL EDUCATION; *PROGRAM EVALUATION; PSYCHOMOTOR OBJECTIVES; READING; *SECONDARY SCHOOL STUDENTS; SELF CONCEPT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 229P.

THE REPORT ADDRESSES ITSELF TO THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS OPERATED VIA THE BUREAU OF INDIAN AFFAIRS. PHOENIX AREA, DURING FISCAL 1971. PROJECTS ARE CLASSIFIED BY COMPONENTS IN THE COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE DOMAINS (E.G., READING, PHYSICAL FITNESS, AND DROPOUT REDUCTION). WITHIN EACH COMPONENT, PROJECT STATISTICS ARE FOLLOWED BY A DISCUSSION OF THE EVAULATION RESULTS. BECAUSE THE SUCCESS OF ANY PROGRAM IS BASED UPON THE CORRECTION OF THE PROBLEM AREAS ENCOUNTERED, THE CHAPTER CONTAINING THE SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS IS FOLLOWED BY A DISCUSSION OF FISCAL 1972, WHICH PRESENTS SPECIFIC MODIFICATIONS DESIGNED TO IMPROVE NEW PROJECTS IN THE PHOENIX AREA. (LS)

ACCESSION NUMBER: ED056798

PUBLICATION DATE: 71

TITLE: AMERICAN INDIANS, AN ANNOTATED BIBLIOGRAPHY OF RECOMMENDED RESOURCE MATERIALS. ELEMENTARY GRADES.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; AUDIOVISUAL AIDS; BOOKS; CHILDRENS BOOKS; *ELEMENTARY SCHOOL CURRICULUM; FILMS; FILMSTRIPS; PHONOGRAPH RECORDS; *SUPPLEMENTARY READING MATERIALS; TAPE RECORDINGS; TEACHING GUIDES; TRANSPARENCIES; WORKBOOKS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 36P.

PREPARED BY INDIANS REPRESENTING MANY TRIBES AND RESERVATIONS THROUGHOUT CALIFORNIA, THIS ANNOTATED BIBLIOGRAPHY ON THE AMERICAN INDIAN WAS DEVELOPED WITH THE SUPPORT OF THE CALIFORNIA INDIAN EDUCATION ASSOCIATION, THE INTER-TRIBAL COUNCIL OF CALIFORNIA, AND THE AMERICAN INDIAN HISTORICAL ASSOCIATION. THE PRIMARY PURPOSE WAS TO PROVIDE TEACHERS AND EDUCATORS WITH A RECOMMENDED LIST OF APPROPRIATE MATERIALS ON AMERICAN INDIAN CULTURE, HERITAGE, AND HISTORY. CRITERIA FOR MATERIALS SELECTION CENTERED ON THE INDIAN CHILD'S SELF-IMAGE, INTERCULTURAL UNDERSTANDING, AND APPROPRIATENESS FOR THE ELEMENTARY SCHOOL CHILD. CONTAINING 257 CITATIONS OF ELEMENTARY SCHOOL LIBRARY BOOKS PUBLISHED BETWEEN 1884 AND 1971, THE BIBLIOGRAPHY ALSO CONTAINS LISTS OF FILMS, RECORDINGS, WORKBOOKS, AND TEACHER GUIDES. ALL ENTRIES ARE ACCOMPANIED BY APPROPRIATE GRADE LEVEL(S). APPENDED IS A LIST OF PUBLISHERS AND THEIR ADDRESSES. (BO)

ACCESSION NUMBER: ED056807

PUBLICATION DATE: 69

TITLE: FACTORS RELATING TO PROGRAM DEVELOPMENT WITH INDIAN PEOPLE.

PERSONAL AUTHOR: FINLEY, CATHALEEN

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; COMMUNITY RELATIONS; *EXTENSION EDUCATION; LEADERSHIP; NEGATIVE ATTITUDES; POWER STRUCTURE; *PROGRAM DEVELOPMENT; PROGRAM PLANNING; *SUCCESS FACTORS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.

FACTORS CONTRIBUTING TO SUCCESSFUL EXTENSION PROGRAMS IN AMERICAN INDIAN COMMUNITIES ARE PRESENTED IN THIS PAPER. IMPLICATIONS OF THE PROFESSIONAL PERSON'S ATTITUDE TOWARD INDIAN PEOPLE ARE DISCUSSED, AND CONCEPTS OF PROGRAM DEVELOPMENT AS THEIR APPLICATION RELATED TO INDIAN COMMUNITIES ARE EXPLORED. COMMUNITY INVOLVEMENT IN PROGRAM PLANNING IS EMPHASIZED AS THE PRIMARY PREREQUISITE TO DEVELOPING SUCCESSFUL PROGRAMS. OTHER CONSIDERATIONS INCLUDE (1) ALLOWING LOCAL INDIAN LEADERSHIP TO FUNCTION TO LEGITIMIZE THE PROGRAM; (2) KNOWLEDGE OF PAST PROGRAMS WHICH ARE RELATED TO THE PROJECTED PROGRAM; (3) THE TIME ELEMENT IN RELATION TO EMPLOYMENT, CLIMATE, AND OTHER FACTORS WHICH MIGHT AFFECT PROGRAM PARTICIPATION; AND (4) THE LEVEL OF KNOWLEDGE AND BACKGROUND OF EXPERIENCES OF PROGRAM PARTICIPANTS. (JH)

192

ACCESSION NUMBER: ED056812

PUBLICATION DATE: 71

TITLE: MOBILITY ORIENTATION AND MOBILITY SKILLS OF YOUTH IN AN INSTITUTIONALLY DISLOCATED GROUP: THE PIMA INDIAN. INDIAN AFFAIRS (NO. 5).

PERSONAL AUTHOR: DE HOYOS, GENEVIEVE

DESCRIPTOR: *ACADEMIC ASPIRATION; ACCULTURATION; *AMERICAN INDIANS; BOARDING SCHOOLS; CULTURAL FACTORS; CULTURAL PLURALISM; CULTURE LAG; DROPOUTS; EDUCATIONAL DISADVANTAGEMENT; *FAMILY (SOCIOLOGICAL UNIT); *OCCUPATIONAL ASPIRATION; PUBLIC SCHOOLS; RELIGIOUS FACTORS; RESEARCH; RURAL YOUTH; SECONDARY SCHOOL STUDENTS; *SOCIAL DISADVANTAGEMENT; STATISTICAL ANALYSIS; STUDENT ADJUSTMENT

IDENTIFIER: PIMAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 90P.

THE MAIN THESIS OF THIS STUDY IS THAT THE FAILURE OF THE AMERICAN INDIAN TO ACHIEVE SOCIAL AND ECONOMIC INTEGRATION IN AMERICAN SOCIETY DURING A CENTURY OF RESERVATION LIFE, AND SPECIFICALLY THE FAILURE OF THE INDIAN FAMILY TO PREPARE ITS YOUTH TO FACE THE COMPETITIVE EXPECTATIONS OF THE OTHER SOCIAL INSTITUTIONS, IS DIRECTLY RELATED TO THE DISLOCATION OF THE INSTITUTIONAL LIFE ON THE RESERVATION. IN ORDER TO TEST THIS THESIS EMPIRICALLY, 439 PIMA STUDENTS' (GRADES 7 THROUGH 12) PROJECTIONS OF STATUS MOBILITY FOR EDUCATION AND OCCUPATION WERE ASCERTAINED. IT WAS REVEALED THAT SOME ASPECTS OF THE MOBILITY ORIENTATION OF PIMA YOUTH ARE HIGH WHILE OTHERS ARE LOW. EDUCATIONAL ASPIRATIONS ARE ESPECIALLY HIGH; OCCUPATIONAL ASPIRATIONS ARE LOWER; THE MATERIALISTIC VALUE-ORIENTATIONS ARE PARTICULARLY LOW; THE PRO-ANGLO ORIENTATION IS NOT HIGH ENOUGH WHEN IT IS CONSIDERED THAT MOST OF THE OPPORTUNITIES FOR SOCIAL MOBILITY ARE OUTSIDE THE RESERVATION; AND IT WOULD APPEAR THAT THE PIMA FAMILY IS NOT ABLE TO ACQUIRE AND PASS ON THE MOBILITY SKILLS NEEDED TO ACHIEVE SOCIAL MOBILITY IN THE ANGLO SOCIETY. (LS)

ACCESSION NUMBER: ED056816

PUBLICATION DATE: 12 AUG 71

TITLE: FINAL REPORT ON THE OPEN CLASSROOM SUMMER INSTITUTE, CONCHO SCHOOL, CONCHO, OKLAHOMA TO BUREAU OF INDIAN AFFAIRS ANADARKO REGIONAL OFFICE.

PERSONAL AUTHOR: HOLLINGSHEAD, MAYBELLE

DESCRIPTOR: *AMERICAN INDIANS; CURRICULUM ENRICHMENT; *EDUCATIONAL ENVIRONMENT; EDUCATIONAL OBJECTIVES; HEALTH SERVICES; INDIVIDUALIZED INSTRUCTION; *LEARNING PROCESSES; *OPEN PLAN SCHOOLS; PRIMARY GRADES; PROGRAM EVALUATION; *SUMMER INSTITUTES; TEACHER ORIENTATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 65P.

THE OPEN CLASSROOM INSTITUTE STARTED JUNE 7, 1971, WITH A 1-WEEK TEACHER TRAINING WORKSHOP FOLLOWED BY A 7-WEEK INNOVATIVE SUMMER PROGRAM IN VARIOUS CURRICULUM AREAS FOR AMERICAN INDIAN STUDENTS IN GRADES 1 THROUGH 3 AT CONCHO SCHOOL, CONCHO, OKLAHOMA. THIS PUBLICATION IS A STATISTICAL DESCRIPTIVE REPORT COVERING THE PERIOD JUNE 7 - JULY 30, 1971. CHAPTER I PROVIDES THE BACKGROUND INFORMATION, THE OPERATIONAL PATTERN, THE PHYSICAL LAYOUT OF THE CLASSROOM, AND THE RESOURCE MATERIAL MADE AVAILABLE; CHAPTER II EXPLAINS THE ORGANIZATION OF THE LEARNING ENVIRONMENT IN RELATION TO THE NEEDS OF THE STUDENTS AND DESCRIBES THE PSYCHOMETRIC AND HEALTH SERVICES PROVIDED TO STUDENTS, GIVING EXAMPLES OF DIAGNOSTIC REPORTS; CHAPTER III DESCRIBES THE INTENSIVE STAFF DEVELOPMENT PROGRAM; CHAPTER IV PROVIDES A LIST OF SUGGESTED RECREATIONAL AND CULTURAL TRIPS WHICH WOULD COMPLEMENT THE PROGRAM; AND CHAPTER V PROVIDES AN EVALUATION OF THE PROGRAM. (JH)

ACCESSION NUMBER: ED056818

PUBLICATION DATE: 1 JUL 70

TITLE: PROJECT CATCH-UP, JUNE 1966 TO JUNE 1970: AN EDUCATIONAL PROGRAM FOR SOCIALLY DISADVANTAGED THIRTEEN AND FOURTEEN YEAR OLD YOUNGSTERS. A PROGRESS REPORT....

PERSONAL AUTHOR: MASON, EVELYN P.

DESCRIPTOR: ACHIEVEMENT TESTS; *AMERICAN INDIANS; ANGLO AMERICANS; *COMPENSATORY EDUCATION PROGRAMS; *FOLLOWUP STUDIES; INDIVIDUALIZED INSTRUCTION; *JUNIOR HIGH SCHOOL STUDENTS; MEXICAN AMERICANS; MOTIVATION; PROGRAM EFFECTIVENESS; PROGRAM EVALUATION; PSYCHOLOGICAL TESTS; SELF CONCEPT; *SOCIALLY DISADVANTAGED; SUMMER PROGRAMS; TEACHER EDUCATION; TEST RESULTS, UNDERACHIEVERS

IDENTIFIER: WASHINGTON STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 36P.

AFTER DISCUSSING THE VIEW THAT ETHNIC AND SOCIOECONOMIC STATUS ARE, UNDESIRABLY, PREDICTIVE OF ACADEMIC SUCCESS (E.G., ONLY 3 OR 4% OF THE INDIANS IN NORTHWEST WASHINGTON WERE HIGH SCHOOL GRADUATES AT THE TIME OF WRITING), THIS DOCUMENT SKETCHES THE RATIONALE AND METHODS OF WESTERN WASHINGTON STATE COLLEGE'S (WWSC) PROJECT CATCH-UP (PCU). DESCRIBED AS A 6-WEEK SUMMER RESIDENCE PROGRAM FOR JUNIOR HIGH AGE YOUTH WHO CAME FROM BACKGROUNDS OF ETHNIC MINORITY STATUS OR POVERTY AND WHO EXHIBIT HIGH POTENTIAL BUT LOW ACHIEVEMENT, PCU PROVIDED FORMAL INSTRUCTION IN THE AREAS OF LANGUAGE ARTS, ART, SCIENCE, AND MATH. IT IS REPORTED THAT PCU, A DEMONSTRATION PROJECT IN 1966 AND 1967, BECAME IN 1968 A 5-YEAR PROJECT WITH A 10-YEAR FOLLOW-UP EVALUATION; THIS PROGRESS REPORT DESCRIBES THE 1969 SUMMER PROGRAM AND PRESENTS A FOLLOW-UP EVALUATION (AS OF JUNE 1970) OF PARTICIPANT GROUPS FROM 1966 TO JUNE 1970. ALTHOUGH 4 STANDARDIZED TESTS (ADMINISTERED YEARLY) WERE TO BE PART OF THE FOLLOW-UP SINCE 1968, RESULTS "HAVE NOT BEEN COMPLETELY ANALYZED AND WILL BE REPORTED AT A LATER DATE." AFTER DISCUSSING DROPOUT RATES AND MEAN GRADE POINT AVERAGES FOR THE PARTICIPANT GROUPS FROM 1966 TO JUNE 1970, THE REPORT CONCLUDES THAT PCU SEEMS TO BE SUCCESSFUL IN EFFECTING BETTER SCHOOL RETENTION. APPENDED ARE 1969-70 PCU EXPENDITURES, A DESCRIPTION OF WWSC'S FELLOWSHIP PROGRAM FOR EXPERIENCED TEACHERS OF THE DISADVANTAGED, AND A PAPER ON THE RESULTS OF THE 1968 AND 1969 ADMINISTRATIONS OF THE CALIFORNIA PSYCHOLOGICAL INVENTORY. (THE OTHER 3 STANDARDIZED TESTS ARE THE CALIFORNIA MENTAL MATURITY TEST AND THE CALIFORNIA ACHIEVEMENT TESTS OF READING AND ARITHMETIC.) A RELATED DOCUMENT IS RC 005 774. (BO)

ACCESSION NUMBER: ED056819

PUBLICATION DATE: 1 JUL 71

TITLE: PROJECT CATCH-UP, JUNE, 1966 TO JULY, 1971: AN EDUCATIONAL PROGRAM FOR SOCIALLY DISADVANTAGED THIRTEEN AND FOURTEEN YEAR OLD YOUNGSTERS. A PROGRESS REPORT....

PERSONAL AUTHOR: MASON, EVELYN P.

DESCRIPTOR: ACHIEVEMENT TESTS; *AMERICAN INDIANS; ANGLO AMERICANS; *COMPENSATORY EDUCATION PROGRAMS; DROPOUT RATE; FOLLOWUP STUDIES; *JUNIOR HIGH SCHOOL STUDENTS; MEXICAN AMERICANS; MINORITY GROUP TEACHERS; PROGRAM EFFECTIVENESS; PROGRAM EVALUATION; PSYCHOLOGICAL TESTS; SOCIALLY DISADVANTAGED; *SUMMER PROGRAMS; TEACHER EDUCATION; *UNDERACHIEVERS

IDENTIFIER: WASHINGTON STATE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 51P.

IN THIS PROGRESS REPORT ARE DESCRIPTIONS OF (1) THE 1970 PROGRAM OF PROJECT CATCH-UP (PCU), WESTERN WASHINGTON STATE COLLEGE'S (WWSC) 6-WEEK SUMMER RESIDENCE PROGRAM OF REMEDIATION AND CULTURAL ENRICHMENT FOR JUNIOR HIGH AGE YOUTH OF ETHNIC MINORITY STATUS OR POVERTY BACKGROUND HAVING HIGH POTENTIAL AND LOW ACHIEVEMENT, AND (2) THE FOLLOW-UP EVALUATION OF PCU PARTICIPANTS FROM THE 1966-1970 PROGRAMS. ALSO PRESENTED ARE AN HISTORICAL OVERVIEW OF PCU; A DELINEATION OF MODIFICATIONS IN THE 1970 PROGRAM (INVOLVING WWSC'S FELLOWSHIP PROGRAM FOR EXPERIENCED TEACHERS OF THE DISADVANTAGED); THE DESIGN OF THE FOLLOW-UP; AND A SUMMARY OF OBJECTIVE FINDINGS FOR THE 1968 AND 1969 GROUPS IN TERMS OF RESULTS ON THE CALIFORNIA MENTAL MATURITY TEST (CTMM), THE CALIFORNIA ACHIEVEMENT TESTS OF READING AND ARITHMETIC, AND THE CALIFORNIA PSYCHOLOGICAL INVENTORY. THE MOST SIGNIFICANT FINDING FROM THESE MEASURES IS SAID TO BE THAT, WITH THE EXCEPTION OF THE TOTAL ARITHMETIC SUBSCALE AND FEMALE RESPONSE TO THE CTMM, BOTH OF WHICH REMAINED STATIONARY, ALL OTHER MEASURES IMPROVED SIGNIFICANTLY OVER A 2-YEAR PERIOD FOR THE 1968 AND 1969 GROUPS COLLECTIVELY. IN ADDITION, THE OVERALL ATTRITION RATE FOR PCU PARTICIPANTS (INCLUDING DEATH, UNKNOWN WHEREABOUTS, AND DROPPING OUT OF SCHOOL) IS REPORTED AS STANDING AT 13% AS OF JULY 1971. APPENDED ARE THE FINANCIAL STATEMENT FOR THE 1970 PROGRAM, "DIRECTOR'S REPORT FOR FELLOWSHIP PROGRAM IN SECONDARY EDUCATION FOR EXPERIENCED TEACHERS OF THE DISADVANTAGED," AND "EVALUATION OF POTENTIAL FOR CHANGE IN JUNIOR HIGH AGE YOUTH FROM AMERICAN INDIAN, MEXICAN AND ANGLO ETHNIC BACKGROUNDS." A RELATED DOCUMENT IS RC 005 773. (BO)

ACCESSION NUMBER: ED056821

PUBLICATION DATE: OCT 71

TITLE: THE UNFINISHED EDUCATION; OUTCOMES FOR MINORITIES IN THE FIVE SOUTHWESTERN STATES. MEXICAN AMERICAN EDUCATIONAL SERIES.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; ATTENDANCE; CIVIL RIGHTS; COCURRICULAR ACTIVITIES; CURRICULUM; *EQUAL EDUCATION; GRADE REPETITION; *MEXICAN AMERICANS; *NEGROES; READING ACHIEVEMENT; REPORTS; UNDERACHIEVERS

IDENTIFIER: SOUTHWEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 94P.

"THE BASIC FINDING OF THIS REPORT IS THAT MINORITY STUDENTS IN THE SOUTHWEST--MEXICAN AMERICANS, BLACKS, AMERICAN INDIANS--DO NOT OBTAIN THE BENEFITS OF PUBLIC EDUCATION AT A RATE EQUAL TO THAT OF THEIR ANGLO CLASSMATES. THIS IS TRUE REGARDLESS OF THE MEASURE OF SCHOOL ACHIEVEMENT USED." THE U.S. COMMISSION ON CIVIL RIGHTS HAS SOUGHT TO EVALUATE SCHOOL ACHIEVEMENT BY REFERENCE TO 5 STANDARD MEASURES: SCHOOL HOLDING POWER, READING ACHIEVEMENT, GRADE REPETITIONS, OVERAGENESS FOR GRADE ASSIGNMENT, AND PARTICIPATION IN EXTRACURRICULAR ACTIVITIES. WITHOUT EXCEPTION, MINORITY STUDENTS ACHIEVE AT A LOWER RATE THAN ANGLOS: THEIR SCHOOL HOLDING POWER IS LOWER; THEIR READING ACHIEVEMENT IS POORER; THEIR REPETITION OF GRADES IS MORE FREQUENT; THEIR OVERAGENESS IS MORE PREVALENT; AND THEY PARTICIPATE IN EXTRACURRICULAR ACTIVITIES TO A LESSER DEGREE. IN ADDITION TO AN ANALYSIS OF THESE FINDINGS, THE DOCUMENT CONTAINS 4 TABLES, 12 FIGURES, AND APPENDIXES CONTAINING A SUPERINTENDENTS' QUESTIONNAIRE, A PRINCIPALS' QUESTIONNAIRE, A DISCUSSION ON METHODOLOGY USED TO ESTIMATE HOLDING POWER, 7 SELECTED TABLES FROM OTHER SOURCES, FINDINGS OF RELATED STUDIES ON ACHIEVEMENT, AND 6 READING LEVELS TABLES (BY SCHOOL ETHNIC COMPOSITION AND BY STATE). A RELATED DOCUMENT IS ED 052 849. (MJB)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 0500-0068, $1.00)

ACCESSION NUMBER: ED056822

PUBLICATION DATE: FEB 59

TITLE: THE DAKOTA INDIAN RELIGION. A STUDY OF CONFLICT IN VALUES.

PERSONAL AUTHOR: MALAN, VERNON D.; JESSER, CLINTON J.

DESCRIPTOR: *AMERICAN INDIANS; CHRISTIANITY; CULTURAL BACKGROUND; *CULTURE CONFLICT; MORAL VALUES; *PERSONALITY DEVELOPMENT; QUESTIONNAIRES; *RELIGIOUS DIFFERENCES; RESEARCH; RESERVATIONS (INDIAN); *SOCIAL VALUES; SOCIOECONOMIC INFLUENCES

IDENTIFIER: SOUTH DAKOTA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 64P.

IT WAS THE PURPOSE OF THIS STUDY TO DESCRIBE AND ANALYZE THE DIFFERENCES IN VALUE SYSTEMS OF THE DAKOTA INDIANS AND WESTERN CIVILIZATION, AND TO SUGGEST A PROBABLE EXPLANATION FOR THE RELIGIOUS PRACTICES OF PRESENT-DAY (1958) PINE RIDGE RESERVATION RESIDENTS (28 FAMILIES) AS A RESULT OF THE CONFLICT IN VALUES BETWEEN THE 2 SOCIETIES. THE METHOD USED TO ACCOMPLISH THIS WAS BASED ON THE ASSUMPTION THAT THE PINE RIDGE INDIANS WOULD EXPRESS THEIR PRIMARY VALUES IN RESPONSE TO A SERIES OF QUESTIONS BASED ON IDEAS COMMONLY HELD IN EITHER THE TRADITIONAL DAKOTA OR MODERN AMERICAN CULTURE. IN THIS ATTEMPT TO DESCRIBE THE VALUE SYSTEM OF THE DAKOTA INDIANS AND TO SUGGEST AN EXPLANATION FOR RESERVATION RELIGIOUS PRACTICES, A SHIFT WAS NOTED FROM THE TRADITIONAL DAKOTA VALUES TO THE MODERN VALUES OF WESTERN CIVILIZATION. THIS STUDY REVEALED THAT THE DAKOTA INDIANS HAD, TO A LARGE EXTENT, LOST THE OLD SYSTEM OF SOCIAL VALUES WHICH GAVE PURPOSE AND DIRECTION TO THEIR LIVES. REACTIONS TO THIS STATE OF AFFAIRS VARIED WITH EACH INDIVIDUAL FROM STUBBORN MAINTENANCE OF TRADITIONAL VALUES TO REJECTION OF ALL DAKOTA VALUES AND FULL ACCEPTANCE OF NON-INDIAN VALUES. THE ASSUMPTION OF POSITIONS AT EITHER EXTREME MAY PROVIDE A RELATIVELY STABLE PERSONALITY ADJUSTMENT, BUT THE INDIVIDUAL WHO VACILLATES BETWEEN THE 2 VALUE SYSTEMS IS LIKELY TO SEARCH FOR SOME SOURCES OF MEANING IN GROUP-APPROVED AND RECOGNITION-GIVING ACTIVITIES, SUCH AS ARE AVAILABLE IN MARGINAL RELIGIONS. (LS)

ACCESSION NUMBER: ED056823

PUBLICATION DATE: DEC 69

TITLE: AN ANALYSIS OF COMMUNITY-SCHOOL RELATIONS IN ONE SUBURBAN AND FOUR NAVAJO SCHOOL DISTRICTS.

PERSONAL AUTHOR: WITHERSPOON, GARY JAY

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; *EDUCATION; FEDERAL PROGRAMS; *GOVERNMENT ROLE; HISTORY; MASTERS THESES; *PARENT ATTITUDES; PARENT INFLUENCE; RELIGIOUS FACTORS; RESERVATIONS (INDIAN); RURAL URBAN DIFFERENCES; SCHOOL DISTRICT AUTONOMY

IDENTIFIER: NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 146P.: MASTER'S THESIS SUBMITTED TO ARIZONA STATE UNIVERSITY, TEMPE

THE PRIMARY CONCERN OF THIS RESEARCH WAS WITH COMMUNITY-SCHOOL RELATIONS IN AMERICAN INDIAN EDUCATION, PARTICULARLY NAVAJO EDUCATION. MAJOR DATA ON WHICH THIS STUDY WAS BASED CAME FROM INTERVIEWS WITH 223 PARENTS WHOSE CHILDREN ATTENDED VARIOUS TYPES OF SCHOOLS IN ARIZONA DURING 1967-68: NAZLINI (BUREAU OF INDIAN AFFAIRS), MANY FARMS (BIA AND PUBLIC), ROUGH ROCK (COMMUNITY), KAYENTA (PUBLIC), AND 2 TEMPE SCHOOLS (PUBLIC). THE INTERVIEW QUESTIONS FOCUSED ON 2 MAJOR AREAS: (1) PARENTAL KNOWLEDGE AND UNDERSTANDING OF THE SCHOOL AND (2) PARENTAL FEELINGS AND ATTITUDES TOWARD THE SCHOOL AND ITS PROGRAMS. IT WAS REVEALED, FOR EXAMPLE, THAT 64% OF THE PARENTS AT ROUGH ROCK WERE PLEASED WITH THE LOCAL SCHOOL BOARD, WHILE NO MORE THAN 1 IN 4 PARENTS IN THE OTHER NAVAJO AREAS WAS SATISFIED WITH THE LOCAL BOARD. ALSO, THE PARENTS AT ROUGH ROCK KNEW MORE THINGS THEY LIKED AND DISLIKED ABOUT THE SCHOOL. THE TEMPE GROUP, HOWEVER, WAS BETTER INFORMED CONCERNING THE FUNCTIONS OF SCHOOL BOARDS THAN WERE ANY OF THE OTHER PARENT GROUPS. THE TEMPE GROUP ALSO HAD BETTER TEACHER-PARENT UNDERSTANDING AND COOPERATION THAN DID THE NAVAJO RESERVATION SCHOOLS. TWO RELATED DOCUMENTS, ED 047 847 AND ED 024 497, WERE USED FOR COMPARATIVE PURPOSES IN THIS STUDY. (LS)

ACCESSION NUMBER: ED056928

PUBLICATION DATE: 5 JAN 71

TITLE: MEMO TO NAVAJO COMMUNITY SCHOOLS.

PERSONAL AUTHOR: LEE, GEORGE P.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY COLLEGES; COMMUNITY CONTROL; *COMMUNITY SCHOOLS; CONSULTANTS; EDUCATIONAL IMPROVEMENT; EDUCATIONAL LEGISLATION; EDUCATIONAL OBJECTIVES; EDUCATIONAL PLANNING; EDUCATIONAL PROGRAMS; FEDERAL AID; FEDERAL PROGRAMS; *FINANCIAL SUPPORT; FOUNDATION PROGRAMS; *NAVAHO; PUBLIC SUPPORT; RESOURCE GUIDES; STUDENT LOAN PROGRAMS

IDENTIFIER: *INDIAN EDUCATION; MINORITY GROUP EDUCATION; NAVAHO COMMUNITY SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 95P.

THIS HANDBOOK CONTAINS GENERAL RESOURCE INFORMATION FOR PROGRAM PLANNING IN NAVAJO EDUCATION. CONTAINED ARE LISTINGS ON: 1) KEY QUESTIONS; 2) COMMUNITY EDUCATION AND LOCAL CONTROL; 3) EDUCATION LABORATORIES; 4) STEPS IN STARTING A COMMUNITY COLLEGE; 5) RECOMMENDED BOOKS; 6) BIBLIOGRAPHY OF INSTRUCTIONAL RESOURCES; 7) PROGRAM PLANNING AND PROPOSAL WRITING; 8) NATIONAL FOUNDATIONS; 9) AMERICAN INDIAN EDUCATION; 10) SOME THOUGHTS ON EDUCATION; 11) QUOTES BY GREAT AMERICAN LEADERS; 12) SENATOR FRIENDS OF INDIAN PEOPLE; 13) INDIAN DESKS IN WASHINGTON, D.C.; 14) FEDERAL PROGRAMS; 15) EDUCATORS AND CONSULTANTS IN INDIAN EDUCATION; 16) FELLOWSHIP AND INTERNSHIP OPPORTUNITIES; 17) LEGAL ASSISTANCE AND INTERPRETATION; 18) INDIAN PEOPLE; 19) PERIODICALS, NEWSPAPERS, AND NEWSLETTER; AND, 20) FINANCIAL AIDS FOR CAREER STUDIES. (AUTHOR/AWW)

ACCESSION NUMBER: ED056941

PUBLICATION DATE: 62

TITLE: INDIAN HISTORY OF NEW YORK STATE. PART 3--THE ALGONKIAN TRIBES.

PERSONAL AUTHOR: RITCHIE, WILLIAM A.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANTHROPOLOGY; ARCHAEOLOGY; CULTURAL BACKGROUND; CULTURAL FACTORS; CULTURAL TRAITS; HISTORICAL REVIEWS; READING MATERIALS; SECONDARY GRADES; SOCIAL STUDIES; SOCIOECONOMIC BACKGROUND

IDENTIFIER: *ALGONKIANS; NORTHEAST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.; EDUCATIONAL LEAFLET NO. 8

THIS SURVEY OF THE ALGONKIAN WAY OF LIFE IN EASTERN NEW YORK STATE, ADJACENT PORTIONS OF NEW JERSEY AND PENNSYLVANIA, CONNECTICUT, RHODE ISLAND, AND MASSACHUSETTS IS DERIVED FROM HISTORICAL, ETHNOGRAPHICAL AND ARCHEOLOGICAL SOURCES. THE PHYSICAL SETTING OF THIS AREA IS DESCRIBED BRIEFLY. ALGONKIAN LIFE IS PRESENTED IN THREE MAJOR STAGES OF DEVELOPMENT: 1) THE PREHISTORIC PERIOD OF NOMADIC LIFE AS TRACED THROUGH ARCHAIC ARTIFACTS SUCH AS TOOLS, WEAPONS AND ORNAMENTS; 2) A PERIOD OF CULTURAL TRANSITION OCCURRING ABOUT 2500 B.C. AND REFERRED TO AS THE EARLY WOODLAND PERIOD; AND 3) THE POST-COLONIAL PERIOD, AROUND THE 16TH CENTURY, IN WHICH THESE INDIANS BEGAN LIVING IN LARGER SETTLEMENTS AND ESTABLISHED A COHESIVENESS OF TRIBES THAT PREVENTED EUROPEANS FROM SEIZING THE LAND BY FORCE. INDIAN POPULATION LATER DECREASED IN THIS AREA WHEN OUTWARD PRESSURES, DISEASES, AND CONFLICTS CAUSED THE ALGONKIANS TO MOVE FARTHER INLAND. DESCRIPTIONS ARE GIVEN OF PHYSICAL APPEARANCE AND DRESS, HOUSING, SETTLEMENT SITES, FOOD, SOCIAL AND POLITICAL STRUCTURES, INDIAN PRACTICES OF WARFARE, WAMPUM, AND RITUAL. (RELATED DOCUMENTS ARE ED 032 985, ED 032 986, AND ED 048 950.) (SJM)

ACCESSION NUMBER: ED057799

PUBLICATION DATE: JUN 71

TITLE: THE DEVELOPMENT OF AN INSTRUCTIONAL MATERIALS CENTER AT THE INSTITUTE OF AMERICAN INDIAN ARTS, SANTA FE, NEW MEXICO, 1970.

PERSONAL AUTHOR: BLANK, RUTH

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; AUDIOVISUAL AIDS; DEVELOPMENT; EDUCATIONAL INNOVATION; *INSTRUCTIONAL MATERIALS CENTERS; INSTRUCTIONAL MEDIA

IDENTIFIER: *INSTITUTE OF AMERICAN INDIAN ARTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 135P.;(60 REFERENCES); THESIS PRESENTED TO THE FACULTY OF THE DEPT. OF LIBRARIANSHIP, SAN JOSE STATE COLLEGE, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

THE THREE OBJECTIVES OF THIS STUDY ARE: (1) TO IDENTIFY THE PARTICULAR LEARNING NEEDS OF THE STUDENTS AT THE INSTITUTE OF AMERICAN INDIAN ARTS; (2) TO EVALUATE THE ATTITUDES OF THE TEACHERS, AND THE ACCEPTANCE BY THE STUDENTS OF AN INSTRUCTIONAL MATERIALS CENTER PROGRAM AND (3) TO DESCRIBE THE INCEPTION OF SUCH A PROGRAM. IT IS NOTED THAT DIFFERENT TRADITIONS AND LANGUAGE HAVE CREATED RESISTANCE TO LEARNING IN A MONO-CULTURAL ANGLO-ORIENTED SCHOOL SYSTEM. CHANGES IN EDUCATORS' ATTITUDES, DIFFERENT FORMS OF SCHOOL DIRECTION AND CONTROL, AND INNOVATIVE TEACHING METHODS ARE PROPOSED FOR MORE EFFECTIVE EDUCATIONAL PROGRAMS. THE INSTRUCTIONAL MATERIALS CENTER PROGRAM AIMS TO OVERCOME DEFICIENCIES IN PREVIOUS EDUCATIONAL EXPERIENCE AND PROVIDE MATERIALS FOR ENRICHED LEARNING, LOCALLY AND TO OTHER SCHOOLS. FURTHER DEVELOPMENT OF AN INTEGRATED INSTRUCTIONAL MATERIALS CENTER PROGRAM REQUIRES ADDITIONAL FACILITIES, EQUIPMENT, MATERIALS AND TRAINED PERSONNEL IN ORDER TO ACCOMPLISH THE OBJECTIVES AND SPECIALIZED FUNCTIONS OF A DYNAMIC MEDIA AND RESOURCE CENTER FOR INDIAN CULTURE. (MM)

ACCESSION NUMBER: ED057926

PUBLICATION DATE: MAY 71

TITLE: A NATIVE AMERICAN CURRICULUM UNIT FOR THE FIRST GRADE. NATAM I.

PERSONAL AUTHOR: SCHOLBERG, PHYLLIS M.

DESCRIPTOR: *AMERICAN INDIANS; ARITHMETIC; ART EDUCATION; AUDIOVISUAL AIDS; COMMUNICATION SKILLS; CULTURAL AWARENESS; CURRICULUM GUIDES; ELEMENTARY SCHOOL SCIENCE; *ESKIMOS; *GRADE 1; LANGUAGE ARTS; LITERATURE; MUSIC EDUCATION; PHYSICAL EDUCATION; *PRIMARY GRADES; *RESOURCE UNITS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 39P.

INFORMATION ABOUT AMERICAN INDIANS FOR USE IN MINNESOTA FIRST-GRADE CLASSROOMS IS PRESENTED IN THIS CURRICULUM UNIT COMPLETED AS A REQUIREMENT FOR A UNIVERSITY OF MINNESOTA EXTENSION COURSE IN INDIAN EDUCATION FOR PUBLIC SCHOOL TEACHERS. THE INFORMATION IS DIVIDED INTO SECTIONS AND IS DESCRIBED BY SUBJECT AREAS: SCIENCE, ARITHMETIC, PHYSICAL EDUCATION, COMMUNICATION, ART, MUSIC, LANGUAGE ACTIVITIES, AND LITERATURE. ALSO INCLUDED ARE SUGGESTIONS FOR USE OF THE MATERIAL BY TEACHER; EXAMPLES OF APPLICATIONS OF THE MATERIAL TO CLASSROOM USE; CLASSROOM DISCOVERY EXPERIMENTS AND ESKIMO KNOWLEDGE EXPERIMENTS; ART AND CRAFT ACTIVITIES; VOCABULARY LISTS; LISTS OF AUDIOVISUAL MATERIALS; AND OTHER TEACHING AIDS FOR INDIAN AND ESKIMO STUDIES. AN 86-ITEM BIBLIOGRAPHY IS ALSO PRESENTED. RELATED DOCUMENTS ARE ED 051 913 THROUGH ED 051 920. (PS)

ACCESSION NUMBER: ED057927

PUBLICATION DATE: MAY 71

TITLE: A NATIVE AMERICAN CURRICULUM UNIT FOR THE SECOND GRADE. NATAM II.

PERSONAL AUTHOR: BLOBERGER, SUZANNE R.; PETER, SHARON K.

DESCRIPTOR: *AMERICAN INDIANS; AUDIOVISUAL AIDS; *CULTURAL AWARENESS; CURRICULUM GUIDES; FIELD TRIPS; *GRADE 2; LEARNING ACTIVITIES; MUSIC EDUCATION; PHYSICAL EDUCATION; POETRY; *PRIMARY GRADES; *RESOURCE UNITS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 42P.

INFORMATION ABOUT AMERICAN INDIANS FOR USE IN MINNESOTA SECOND-GRADE CLASSROOMS IS PRESENTED IN THIS CURRICULUM UNIT COMPLETED AS A REQUIREMENT FOR A UNIVERSITY OF MINNESOTA EXTENSION COURSE IN INDIAN EDUCATION FOR PUBLIC SCHOOL TEACHERS. OBJECTIVES ARE LISTED FOR THE AREAS OF UNDERSTANDINGS, ATTITUDES, AND SKILLS. SOME LEARNING EXPERIENCES FOR USE IN ATTAINING THESE OBJECTIVES ARE SUGGESTED: (1) INTRODUCTORY ACTIVITIES; (2) DEVELOPMENTAL ACTIVITIES IN ARITHMETIC, ART, HANDWRITING, LANGUAGE, MUSIC, PHYSICAL EDUCATION, READING, LITERATURE, SCIENCE, SOCIAL STUDIES, AND SPELLING; AND (3) CULMINATING ACTIVITIES. SUGGESTED BIBLIOGRAPHIES ARE SUPPLIED FOR MUSIC, POETRY, AND PHYSICAL EDUCATION. SOCIAL STUDIES INFORMATION IS GIVEN, ALONG WITH RELATED MAPS. CRITERIA FOR EVALUATION OF THE UNIT ARE GIVEN. AN 85-ITEM BIBLIOGRAPHY IS ALSO PRESENTED. (PS)

204

ACCESSION NUMBER: ED057928

PUBLICATION DATE: MAY 71

TITLE: MINNESOTA INDIANS: SIOUX AND CHIPPEWA: A NATIVE AMERICAN CURRICULUM UNIT FOR THE THIRD GRADE. NATAM III.

PERSONAL AUTHOR: NEWHAM, JULIE

DESCRIPTOR: *AMERICAN INDIANS; ART; CLOTHING; CREATIVITY; *CULTURAL AWARENESS; CURRICULUM GUIDES; FOOD; *GRADE 3; HOUSING; MAPS; MUSIC; *PRIMARY GRADES; RECREATION; RELIGION; *RESOURCE UNITS; SOCIAL STUDIES UNITS; TRANSPORTATION

IDENTIFIER: CHIPPEWAS; SIOUX INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 58P.

INFORMATION ABOUT AMERICAN INDIANS FOR USE IN MINNESOTA THIRD-GRADE CLASSROOMS IS PRESENTED IN THIS CURRICULUM UNIT COMPLETED AS A REQUIREMENT FOR A UNIVERSITY OF MINNESOTA EXTENSION COURSE ON INDIAN EDUCATION FOR PUBLIC SCHOOL TEACHERS. OBJECTIVES AND GOALS ARE LISTED FOR THE UNIT ON THE INDIAN TRIBES OF MINNESOTA; A COMPARISON OF CHIPPEWA AND SIOUX LIFE STYLES IS GIVEN; AND INDIAN FOOD, CLOTHING, HOMES, AND TRANSPORTATION METHODS ARE DISCUSSED. SOME ACTIVITIES ARE SUGGESTED TO AID STUDENT UNDERSTANDING OF INDIAN RECREATION, RELIGION, AND CREATIVITY. CULMINATING ACTIVITIES FOR THE UNIT ARE ALSO LISTED, ALONG WITH SUGGESTIONS ON UTILIZING MUSEUM FACILITIES FOR FIELD TRIPS, METHODS FOR COORDINATING THE INDIAN UNIT WITH OTHER SUBJECTS, AND QUESTIONS FOR EVALUATING THE UNIT. THE 74-ITEM BIBLIOGRAPHY CONTAINS CITATIONS UNDER THE HEADINGS, "INFORMATIVE BOOKS ON INDIANS," "FICTION BOOKS FOR CHILDREN," AND "INDIAN BIBLIOGRAPHIES FOR CHILDREN." AVAILABILITIES OF RELATED FILMS AND FILMSTRIPS ARE ALSO PROVIDED. (PS)

ACCESSION NUMBER: ED057929

PUBLICATION DATE: MAY 71

TITLE: THE MAYA CALENDAR: A NATIVE AMERICAN CURRICULUM UNIT FOR MIDDLE AND HIGH SCHOOL. NATAM VIII.

PERSONAL AUTHOR: TORGUSON, EDGAR A.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; CURRICULUM DEVELOPMENT; *MATHEMATICS; *MAYAN LANGUAGES; NUMBER SYSTEMS; *RESOURCE UNITS; *SECONDARY GRADES

IDENTIFIER: MAYAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

WRITTEN TO FULFILL THE REQUIREMENTS FOR A UNIVERSITY OF MINNESOTA COLLEGE OF EDUCATION OFF-CAMPUS INDIAN EDUCATION COURSE FOR PUBLIC SCHOOL TEACHERS, THIS NATIVE AMERICAN CURRICULUM UNIT FOR MIDDLE AND HIGH SCHOOL REFLECTS THE CALENDAR ACHIEVEMENTS OF THE MAYA INDIANS. THE CALENDAR IS DISCUSSED IN TERMS OF ITS BASE NUMBER 20 (VIGESIMAL SYSTEM), NOTATION, AND HISTORICAL CONNOTATIONS. A MAYA CALENDAR AND JULIAN CALENDAR ARE ILLUSTRATED WITH LONG COUNT DATE, JULIAN DATE, AND YEAR-BEARER. A 13-ITEM BIBLIOGRAPHY IS INCLUDED. (MJB)

ACCESSION NUMBER: ED057930

PUBLICATION DATE: MAY 71

TITLE: MATHEMATICAL CONTRIBUTIONS OF THE MAYAS, AZTECS & INCAS: A NATIVE AMERICAN CURRICULUM UNIT FOR MIDDLE AND HIGH SCHOOL. NATAM XIX.

PERSONAL AUTHOR: STODOLA, JANET

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; CURRICULUM DEVELOPMENT; *MATHEMATICS; MAYAN LANGUAGES; *NUMBER SYSTEMS; *RESOURCE UNITS; *SECONDARY GRADES; UTO AZTECAN LANGUAGES

IDENTIFIER: AZTECS; INCAS; MAYAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

WRITTEN TO FULFILL THE REQUIREMENTS FOR A UNIVERSITY OF MINNESOTA COLLEGE OF EDUCATION OFF-CAMPUS INDIAN EDUCATION COURSE FOR PUBLIC SCHOOL TEACHERS, THIS NATIVE AMERICAN CURRICULUM UNIT FOR MIDDLE AND HIGH SCHOOL REFLECTS THE MATHEMATICAL ACHIEVEMENTS OF THE MAYA, AZTEC, AND INCA INDIANS. THE NUMBER SYSTEMS, NOTATION, AND CALENDAR TECHNIQUES OF THE 3 GROUPS ARE DISCUSSED. INCLUDED IS AN 8-ITEM BIBLIOGRAPHY. (MJB)

ACCESSION NUMBER: ED057931

PUBLICATION DATE: 1 JUL 71

TITLE: COMPARISON OF THE WISC PATTERNS OF RETARDED AND NON-RETARDED READERS - INDIAN YOUTH.

PERSONAL AUTHOR: HOLLINGSHEAD, MAYBELLE CLAYTON; CLAYTON, CHARLES

DESCRIPTOR: *ADOLESCENTS; *AMERICAN INDIANS; CODED SPEECH; *COMPARATIVE ANALYSIS; INTELLIGENCE QUOTIENT; *INTELLIGENCE TESTS; LOW ACHIEVERS; PERFORMANCE; *READING ACHIEVEMENT; SEX DIFFERENCES; TESTING; TEST VALIDITY; VERBAL ABILITY; VISUAL MEASURES; VOCABULARY

IDENTIFIER: *WECHSLER INTELLIGENCE SCALE FOR CHILDREN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.

IN THIS 4-PART STUDY, 1970 TEST DATA FROM 45 AMERICAN INDIAN YOUTH (AGED 11-15) ATTENDING RIVERSIDE SUMMER INSTITUTE IN ANADARKO, OKLAHOMA, WERE EXAMINED. PART 1 OF THE STUDY SOUGHT TO IDENTIFY THE PATTERN OF STRENGTHS AND WEAKNESSES ON THE "WECHSLER INTELLIGENCE SCALE FOR CHILDREN" (WISC) OF INDIAN STUDENTS WITH AVERAGE INTELLIGENCE AND AVERAGE OR ABOVE-AVERAGE READING ABILITY. STRENGTHS WERE IN SIMILARITIES, PICTURE COMPLETION, BLOCK DESIGN, AND CODING; PERFORMANCE SCALE IQS EXCEEDED VERBAL SCALE IQS; AND WEAKNESSES WERE NOTED ON THE VOCABULARY AND PICTURE ARRANGEMENT SUBTEST. PART 2 DEALT WITH PATTERNS OF STRENGTHS AND WEAKNESSES ON THE WISC OF INDIAN STUDENTS WITH AVERAGE INTELLIGENCE AND BELOW-AVERAGE READING ABILITY. STRENGTHS WERE IN PICTURE ARRANGEMENT, BLOCK DESIGN, OBJECT ASSEMBLY, AND CODING, AND WEAKNESSES WERE IN INFORMATION, COMPREHENSION, ARITHMETIC, SIMILARITIES, AND VOCABULARY. PART 3 COMPARED THE PERFORMANCE ON THE WISC OF RETARDED AND NONRETARDED READERS (AS CLASSIFIED BY THE GATES MACGINITIE READING TEST). THE VERBAL SCALE IQ SCORES OF BOTH GROUPS WERE LOWER THAN THE PERFORMANCE SCALE IQ SCORES, AND BOTH GROUPS EXHIBITED WEAKNESSES IN VOCABULARY AND STRENGTHS IN PICTURE COMPLETION, BLOCK DESIGN, AND CODING. PART 4 IDENTIFIED THE STRENGTHS AND WEAKNESSES OF MALE AS OPPOSED TO FEMALE RETARDED READERS. THE MEAN VERBAL SCALE SCORE (WISC) OF MALES WAS ABOUT 10 POINTS LOWER THAN THAT FOR FEMALES; THE MEAN PERFORMANCE SCORE OF THE MALES WAS 4.8 POINTS HIGHER THAN THAT FOR FEMALES; AND THE MEAN FULL SCALE SCORES OF MALES AND FEMALES WERE WITHIN 1 POINT OF EACH OTHER. THE DOCUMENT CONTAINS A 5-ITEM BIBLIOGRAPHY AND 4 TABLES SHOWING MEAN WISC SCORES. (MJB)

ACCESSION NUMBER: ED057932

PUBLICATION DATE: 1 JUL 71

TITLE: STUDY OF THE RELATIONSHIP BETWEEN THE PERFORMANCE OF INDIAN YOUTH ON THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN AND THE CHICAGO NON-VERBAL.

PERSONAL AUTHOR: HOLLINGSHEAD, MAYBELLE CLAYTON; CLAYTON, CHARLES

DESCRIPTOR: *ADOLESCENTS; *AMERICAN INDIANS; *COMPARATIVE TESTING; *INTELLIGENCE TESTS; NONVERBAL TESTS; RESEARCH; *SEX DIFFERENCES; STATISTICAL ANALYSIS; TEST RELIABILITY; TEST VALIDITY; VERBAL TESTS

IDENTIFIER: CHICAGO NON VERBAL; *WECHSLER INTELLIGENCE SCALE FOR CHILDREN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.

DESIGNED TO INVESTIGATE THE PERFORMANCE OF AMERICAN INDIAN YOUTH ON THE "WECHSLER INTELLIGENCE SCALE FOR CHILDREN" (WISC) COMPARED TO THE "CHICAGO NON-VERBAL" (CNV) FOR THE PURPOSE OF ESTABLISHING VALIDITY AND RELIABILITY OF THE MEASUREMENT AND APPRAISAL TOOLS, THIS STUDY ANALYZED TEST DATA FROM 71 INDIAN YOUTH (AGED 11 TO 15) ATTENDING THE RIVERSIDE SUMMER INSTITUTE, ANADARKO, OKLAHOMA, IN 1970. IT WAS CONCLUDED THAT DIFFERENCES DO EXIST AMONG INDIAN YOUTH ON THE 2 TESTS. WISC SCORES SHOWED LOWER SCALE SCORES THAN THE CNV EXCEPT IN PERFORMANCE. MALES HAD A HIGHER PERFORMANCE CORRELATION ON THE WISC SUBTESTS THAN FEMALES. THE PERFORMANCE SCALE OF THE WISC WAS HIGHER FOR BOYS AND GIRLS THAN THE CNV. THE PERFORMANCE SCALE FOR MALES WAS 103.413 ON THE WISC AND 95.289 ON THE CNV. RESULTS INDICATED THAT THE WISC IS A BETTER INDICATOR OF PERFORMANCE FOR INDIAN MALES THAN THE CNV; HOWEVER, CULTURAL FACTORS AND TRIBAL DIFFERENCES WERE CONSIDERED AS LIMITATIONS. INCLUDED IN ADDITION TO A DESCRIPTION OF THE STUDY AND FINDINGS ARE A LITERATURE REVIEW; A 9-ITEM BIBLIOGRAPHY; AND TABLES SHOWING MEAN, STANDARD DEVIATION, AND STANDARD ERROR OF TEST SCORES. (MJB)

ACCESSION NUMBER: ED057933

PUBLICATION DATE: 1 JUL 71

TITLE: STUDY OF THE RELATIONSHIP BETWEEN THE PERFORMANCE OF INDIAN YOUTH ON THE CHICAGO NON-VERBAL AND THE WIDE RANGE ACHIEVEMENT TEST.

PERSONAL AUTHOR: HOLLINGSHEAD, MAYBELLE CLAYTON; CLAYTON, CHARLES

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *ADOLESCENTS; *AMERICAN INDIANS; ARITHMETIC; *COMPARATIVE TESTING; INTELLIGENCE TESTS; NONVERBAL TESTS; READING; *SEX DIFFERENCES; SPELLING; TEST RESULTS; VERBAL TESTS; VISUAL MEASURES

IDENTIFIER: CHICAGO NON VERBAL; *WIDE RANGE ACHIEVEMENT TEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 29P.

THE INVESTIGATION EXAMINED THE "WIDE RANGE ACHIEVEMENT TEST" (WRAT) AND ITS SUBTESTS (SPELLING, READING, AND ARITHMETIC), AS WELL AS POSSIBLE DIFFERENCES ATTRIBUTABLE TO THE FACTORS OF SEX, WITH THE "CHICAGO NON-VERBAL" (CNV) AS A CRITERION VARIABLE. THE 1970 STUDY ENCOMPASSED 72 INDIAN STUDENTS (WITH A MEAN CHRONOLOGICAL AGE OF 13.2 FOR BOYS AND 13.4 FOR GIRLS) ATTENDING THE RIVERSIDE SUMMER INSTITUTE AT ANADARKO, OKLAHOMA. TEST DATA OBTAINED WERE EXAMINED THROUGH MEAN, STANDARD DEVIATION, STANDARD ERROR, AND THE PEARSON PRODUCT MOMENT. THE LOW CORRELATION BETWEEN THE WRAT AND THE CNV INDICATES SIGNIFICANT DIFFERENCES; WRAT RESULTS SHOW GREATER RETARDATION THAN CNV RESULTS; WRAT RESULTS SHOW A GREATER VARIATION BELOW THE STANDARD MEAN THAN IS INDICATED BY CNV RESULTS; BOTH TESTS INDICATE THAT FEMALES ARE ABOVE THE MEAN, AND THE VARIATION IN DIFFERENCE FROM THE MEAN OF THE 2 TESTS IS ABOUT THE SAME; WRAT SCORES SHOW THE GREATEST RETARDATION ON THE ARITHMETIC SUBTEST FOR BOTH MALES AND FEMALES; MALES SHOW GREATER DEVIATION BELOW THE MEAN ON THE READING SUBTEST; AND GIRLS SHOW THE GREATEST RETARDATION BELOW THE MEAN ON THE ARITHMETIC SUBTEST. CULTURAL FACTORS AND TRIBAL DIFFERENCES ARE CITED AS LIMITATIONS TO THIS STUDY. INCLUDED WITH A DESCRIPTION OF THE STUDY AND FINDINGS ARE A LITERATURE REVIEW, A 12-ITEM BIBLIOGRAPHY, AND TABLES SHOWING MEAN, STANDARD DEVIATION, AND STANDARD ERROR OF TEST SCORES. (MJB)

ACCESSION NUMBER: ED057942

PUBLICATION DATE: APR 70

TITLE: SUGGESTED RESEARCH AND DEVELOPMENT NEEDS AND PRIORITIES IN HIGHER EDUCATION FOR AMERICAN INDIANS. A POSITION PAPER.

PERSONAL AUTHOR: CORBETT, CECIL

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL DIFFERENCES; *DEMONSTRATION PROGRAMS; *HIGHER EDUCATION; PARENT INFLUENCE; PLANNING; RELEVANCE (EDUCATION); *RESEARCH NEEDS; *VALUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.

THERE IS QUESTION AS TO THE RELEVANCE AND EFFECTIVENESS OF EDUCATION THAT AMERICAN INDIANS RECEIVE VIA THE PRESENT NON-INDIAN AMERICAN EDUCATIONAL SYSTEM. IF THE SYSTEM IS IRRELEVANT AND INEFFECTIVE, WAYS MUST BE TRIED TO DISCOVER ALTERNATIVE PLANS, SYSTEMS, AND PROCESSES IN INDIAN EDUCATION. AS PART OF THE PROCESS OF TRYING TO DISCOVER ALTERNATIVES IN INDIAN EDUCATION, IT IS SUGGESTED THAT PROJECTS COMBINING RESEARCH AND DEMONSTRATION BE DEVELOPED TO EXPLORE THE INDIAN VALUE SYSTEM, THE INDIAN CULTURE, AND INDIAN PARENT PARTICIPATION. A RESEARCH AND DEMONSTRATION PROJECT INVOLVING 12 INSTITUTIONS OF HIGHER LEARNING IN THE SOUTHWEST IS THUS SUGGESTED; THIS PROJECT SHOULD HAVE A STRONG RESEARCH COMPONENT TO WHICH THE POLICY MAKERS, ADMINISTRATORS, FACULTIES, INDIAN STUDENTS, AND INDIAN PARENTS ARE FULLY COMMITTED. THE DEMONSTRATION ASPECT OF THE SUGGESTED PROJECT SHOULD BE DESIGNED AND DEVELOPED STRICTLY BY THE PARTICIPATING INSTITUTIONS OF HIGHER EDUCATION, BUT THE DEVELOPMENT AND IMPLEMENTATION SHOULD BE DOMINATED BY INDIAN STUDENTS AND PARENTS. THE STUDENTS AND PARENTS SHOULD DEVELOP A 4-YEAR CURRICULUM WHICH IS INDIGENOUS TO THE INDIAN STUDENT AND HIS COMMUNITY. THE CURRICULUM SHOULD BE DEVELOPED AND BUILT UPON THE INDIAN VALUE SYSTEM, INDIAN CULTURE, AND INDIAN LIFE STYLE. THIS SHOULD RESULT IN INNOVATIONS WHICH ARE RELEVANT TO THE INDIAN EDUCATIONAL SYSTEM. (LS)

ACCESSION NUMBER: ED057943

PUBLICATION DATE: APR 70

TITLE: IMPACT OF TRANSFER OF SCHOOLS AND PUPILS FROM BIA TO PUBLIC SCHOOLS. A POSITION PAPER.

PERSONAL AUTHOR: WIGHT, EDGAR L.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY ATTITUDES; *COOPERATIVE PLANNING; *FEDERAL PROGRAMS; FINANCIAL SUPPORT; GOVERNMENT ROLE; PARENT ATTITUDES; *PUBLIC SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

THE TRANSFER OF SCHOOLS OPERATED BY THE BUREAU OF INDIAN AFFAIRS (BIA) TO PUBLIC SCHOOL SYSTEMS HAS BEEN OCCURRING FOR MORE THAN 100 YEARS. WHEN THESE SCHOOLS ARE TRANSFERRED TO THE PUBLIC SCHOOL SYSTEMS, A FINANCIAL IMPACT ON SCHOOL OPERATIONS, SCHOOL CONSTRUCTION, AND THE INSTRUCTIONAL PROGRAM IS FELT BY THE PUBLIC SCHOOLS. BECAUSE OF THE FINANCIAL IMPACT AND THE SPECIAL NEEDS OF SCHOOLS EDUCATING INDIAN CHILDREN, PROBLEMS ARISE FROM TRANSFERRING BIA SCHOOLS TO PUBLIC SCHOOLS. IN THE PAST, TRANSFERS HAVE BEEN ACCOMPLISHED THROUGH POLITICAL PRESSURE AND ARBITRARY DECISIONS. TODAY, MOST EDUCATORS IN THE BIA AND PUBLIC SCHOOLS, ALONG WITH MANY TRIBAL LEADERS, AGREE THAT WHAT IS NEEDED IS A PLANNED PROGRAM FOR TRANSFER THAT INVOLVES THE MUTUAL READINESS OF INDIAN PEOPLE AND NON-INDIAN PEOPLE; FINANCIAL SUPPORT FROM THE LOCAL SCHOOL DISTRICT, STATE, AND FEDERAL SOURCES; AND TRAINING OF INDIANS AND NON-INDIANS IN SCHOOL AFFAIRS. A PROCESS CONSISTING OF 6 PHASES--COMPILATION OF BASIC DATA, SCHOOL EVALUATION, DETERMINATION OF PRESENT STATUS OF TRANSITION OR TRANSFER, DEVELOPMENT OF COMMUNITY READINESS, PREPARATION OF A TIME-TABLE, AND FOLLOW-UP--IS PRESENTED IN THIS PAPER. (LS)

ACCESSION NUMBER: ED057944

PUBLICATION DATE: APR 70

TITLE: VOCATIONAL AND SCHOOL COUNSELING OF INDIAN STUDENTS. A POSITION PAPER.

PERSONAL AUTHOR: SPANG, ALONZO T.

DESCRIPTOR: *AMERICAN INDIANS; *COUNSELING GOALS; *COUNSELING SERVICES; COUNSELOR ATTITUDES; DECISION MAKING; GUIDANCE; RESEARCH METHODOLOGY; *RESEARCH NEEDS; *VOCATIONAL COUNSELING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 10P.

RESEARCH IS NEEDED TO DETERMINE WHETHER AMERICAN INDIAN STUDENTS REALLY BENEFIT FROM COUNSELING AS PERCEIVED BY NON-INDIANS, THE NATURE OF CURRENT METHODS OF FORMAL AND INFORMAL COUNSELING OF INDIANS, EFFECTIVE FORMS OF COUNSELING FOR INDIANS, THE RELATIONSHIP BETWEEN INDIANS' SELF-ESTEEM AND EMPLOYMENT, FACTORS AFFECTING VOCATIONAL DECISION-MAKING, THE IMPACT OF CURRENT OCCUPATIONAL AND CAREER MATERIALS, FAMILY AND TRIBAL INTERESTS, AND OCCUPATIONAL DIFFICULTIES. IN TERMS OF METHODOLOGY, RESEARCHERS MUST BE AWARE THAT INDIAN STUDENTS ARE UNIQUE, THAT ENGLISH IS A SECOND LANGUAGE FOR MOST INDIAN STUDENTS, THAT SPECIAL MEASUREMENT INSTRUMENTS HAVING VALIDITY FOR INDIANS MUST BE DEVELOPED AND USED, AND THAT RESULTS FROM SUBPOPULATIONS OF INDIANS MUST NOT BE GENERALIZED TO THE TOTAL INDIAN SITUATION. (LS)

ACCESSION NUMBER: ED057945

PUBLICATION DATE: 1 MAY 70

TITLE: RESEARCH NEEDED ON BOARDS OF EDUCATION REPRESENTING AMERICAN INDIAN STUDENTS. A POSITION PAPER.

PERSONAL AUTHOR: VINEYARD, WILLIAM E.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION; COMMUNITY CONTROL; *CULTURAL DIFFERENCES; FEDERAL PROGRAMS; INDIVIDUAL POWER; LITERATURE REVIEWS; *PARENT PARTICIPATION; *RESEARCH NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.

THE PRONOUNCED NEED FOR COMMUNITY SUPPORT AND INVOLVEMENT IN SCHOOL AFFAIRS IS EVIDENT THROUGHOUT THE NATION. THIS NEED IS ESPECIALLY ACUTE IN SITUATIONS WHERE CULTURAL AND ECONOMIC DIFFERENCES EXIST BETWEEN THE SCHOOL AND THE PARENTS. STUDY OF SCHOOL BOARDS CAN LOCATE SOME OF THE CORRELATES THAT ARTICULATE AND ENHANCE THE INDIAN PARENTS' AND THE SCHOOLS' AVENUES OF APPROACH TO EACH OTHER. INCREASING EMPHASIS HAS BEEN PLACED BY THE BUREAU OF INDIAN AFFAIRS (BIA) AND BY INDIAN TRIBES AND OTHER GROUPS TOWARD MAXIMUM INDIAN INVOLVEMENT IN ALL INDIAN AFFAIRS. THE BIA HAS EXPENDED EXTENSIVE EFFORTS IN ORGANIZING FORMAL SCHOOL BOARDS AND IN TRAINING BOARD MEMBERS AND SCHOOL ADMINISTRATORS TO ENHANCE COMMUNITY INVOLVEMENT. THERE IS A PRONOUNCED NEED TO PROVIDE ANALYSES OF THESE EFFORTS AND TO POINT OUT DIRECTION FOR FUTURE EMPHASIS. IF INDIAN PARENTS ARE ALIENATED OR ISOLATED FROM THE OPPORTUNITY TO BE INVOLVED IN THEIR CHILDREN'S EDUCATION, FACTORS CAUSING SUCH ALIENATION OR ISOLATION NEED TO BE POINTED OUT SO THAT CORRECTIVE POLICY CAN BE IMPLEMENTED. IF MEANINGFUL DIALOGUE CAN BE ESTABLISHED TO REACH ACROSS GEOGRAPHIC, CULTURAL, AND ECONOMIC BARRIERS THAT MAY EXIST BETWEEN THE INDIAN HOME AND THE SCHOOL, THE DISTANCE BETWEEN THE LEARNING STYLE OF THE PUPIL AND THE TEACHING STYLE OF THE SCHOOL WILL BE REDUCED. IN THIS PAPER, AFTER A REVIEW OF LITERATURE, 6 RELEVANT TOPICS FOR NEEDED RESEARCH ARE LISTED, AND METHODOLOGICAL CONSIDERATIONS ARE DISCUSSED. (LS)

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ACCESSION NUMBER: ED057947

PUBLICATION DATE: 28 APR 70

TITLE: "EDUCATION OF URBAN, UNENROLLED, AND MOBILE INDIANS." A POSITION PAPER.

PERSONAL AUTHOR: ENGLISH, SAMUEL F., JR.

DESCRIPTOR: *AMERICAN INDIANS; *FINANCIAL SUPPORT; *HIGHER EDUCATION; *INFORMATION NEEDS; RELOCATION; *RESEARCH NEEDS; URBAN YOUTH

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.

THE PROBLEM OF AN AMERICAN INDIAN NOT ON A TRIBAL ROLL IS THAT HE IS NOT A LEGAL WARD OF ANY PARTICULAR TRIBE AND IS THEREFORE INELIGIBLE FOR FINANCIAL AID FOR EDUCATIONAL PURPOSES. THE RELOCATION PROGRAM HAS MOVED INDIANS FROM RESERVATIONS TO URGAN AREAS TO ENCOURAGE ASSIMILATION, FURTHER ADDING TO THE IDENTITY PROBLEM. URBAN INDIANS ARE PRESSURING RELOCATION CENTERS FOR ADVANCED EDUCATIONAL OPPORTUNITIES, BUT RESOURCES ARE LIMITED FOR HIGHER EDUCATION. OFTEN INDIAN STUDENTS ARE NOT PROVIDED WITH ENOUGH FUNDS TO COMPLETE A PROGRAM THEY ARE ENCOURAGED TO BEGIN. LITTLE INFORMATION IS AVAILABLE ON THE PROBLEMS OF URBAN INDIANS. EXISTING ORGANIZATIONS SUCH AS THE NATIONAL INDIAN YOUTH COUNCIL SHOULD BE CONTRACTED WITH TO RESEARCH INDIAN PROBLEMS IN ALL URBAN AREAS WITH LARGE CONCENTRATIONS OF INDIAN PEOPLE. AN INDIAN ORGANIZATION SUCH AS THE UNITED SCHOLARSHIP SERVICE SHOULD BE CONTRACTED WITH TO CONDUCT AN INVESTIGATION OF EXISTING EDUCATIONAL PROGRAMS FOR INDIAN STUDENTS TO RESULT IN COMPILATION AND DISSEMINATION OF INFORMATION ABOUT OPPORTUNITIES FOR HIGHER EDUCATION. (JH)

ACCESSION NUMBER: ED057948

PUBLICATION DATE: APR 70

TITLE: TEACHING THE ROLE OF THE INDIAN IN AMERICAN HISTORY AND UPGRADING CURRICULA. A POSITION PAPER.

PERSONAL AUTHOR: COSTO, RUPERT

DESCRIPTOR: ADVISORY COMMITTEES; *AMERICAN INDIANS; ETHNIC STUDIES; HIGHER EDUCATION; *HISTORICAL CRITICISM; *INSTRUCTIONAL MATERIALS; *POLICY FORMATION; RESEARCH NEEDS; *TEXTBOOK BIAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.

PRESENTED IN THIS DOCUMENT IS A DISCUSSION OF THE NEED FOR AN ONGOING EVALUATION OF THE ACCURACY AND ADEQUACY OF MATERIALS PERTAINING TO AMERICAN INDIANS IN TEXTBOOKS AND REFERENCE BOOKS IN USE, OR BEING PRODUCED FOR USE, IN THE NATION'S SCHOOLS. DURING THIS ONGOING EVALUATION, TO BE DONE BY A RECOGNIZED PERMANENT NATIONAL COMMITTEE OF INDIAN SCHOLARS, THE COMMITTEE SHOULD WORK CLOSELY WITH TEXTBOOK AUTHORS AND PUBLISHERS IN PREPARATION OF ALL INSTRUCTIONAL MATERIALS ABOUT INDIANS INTENDED FOR GENERAL AS WELL AS FOR LOCAL USE, AND THE FINDINGS SHOULD BE DISSEMINATED WIDELY. ALSO, IT IS RECOMMENDED THAT COLLEGE COURSES SUCH AS THE AMERICAN INDIAN AND EARLY EUROPEAN CONTACT, THE AMERICAN INDIAN IN AMERICAN HISTORY, THE AMERICAN INDIAN IN AMERICAN LIFE, AND THE LITERARY HERITAGE OF THE AMERICAN INDIAN BE DEVELOPED. (LS)

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ACCESSION NUMBER: ED057949

PUBLICATION DATE: APR 70

TITLE: THE TEACHERS OF AMERICAN INDIAN CHILDREN: ATTITUDES TOWARD THEIR OWN AND OTHER CULTURES. A POSITION PAPER.

PERSONAL AUTHOR: WAX, MURRAY L.; WALKER, DEWARD E., JR.

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; CULTURAL BACKGROUND; *FEDERAL PROGRAMS; *RESEARCH METHODOLOGY; *RESEARCH NEEDS; SOCIAL RELATIONS; *TEACHER ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

SEVERAL ASPECTS OF THE ATTITUDES HELD BY TEACHERS OF AMERICAN INDIAN CHILDREN TOWARD THEIR OWN AND OTHER CULTURES NEED TO BE STUDIED. RECOMMENDED RESEARCH TOPICS ALONG THESE LINES INCLUDE: (1) A STUDY OF THE TEACHER SUBCULTURE WHERE TEACHERS OF INDIAN PUPILS LIVE IN A DISTINCT ENCLAVE, WITH EMPHASIS UPON CHARACTERISTIC ATTITUDES TOWARD INDIANS GENERALLY AND PUPILS PARTICULARLY AND THE DAILY EXPERIENCES AND INTERACTIONS THAT MAINTAIN AND STRENGTHEN THESE ATTITUDES; (2) A STUDY OF THE SOCIAL SITUATION OF TEACHERS OF INDIAN PUPILS IN AN INTEGRATED SCHOOL IN A SMALL TOWN OR CITY, WITH EMPHASIS UPON ATTITUDES OF TEACHERS AND THEIR SOCIAL INTERACTION IN THE COMMUNITY; (3) A STUDY OF THE ATTITUDES OF THE SUPERVISORY FORCE OF PENAL REFORMATORY INSTITUTIONS TOWARD INDIAN INMATES, TOWARD INDIAN SOCIETY AND CULTURE, AND TOWARD AMERICAN SOCIETY AND ITS CULTURES; AND (4) A STUDY OF THE ATTITUDES OF TEACHERS TOWARD INDIAN PUPILS IN URBAN SITUATIONS WHERE INDIAN PUPILS ARE A SMALL MINORITY AMONG OTHER MINORITY GROUPS. IT IS RECOMMENDED THAT THE STRATEGY OF PARTICIPANT OBSERVATION BE EMPLOYED FOR THESE STUDIES, PREFERABLY AT 2 OR 3 SITES WHEREIN A SERIES OF SMALL INTERRELATED SUBPROJECTS COULD BE IMPLEMENTED. (LS)

ACCESSION NUMBER: ED057950

PUBLICATION DATE: MAY 70

TITLE: EVALUATION OF VOCATIONAL PROGRAMS FOR AMERICAN INDIANS. A POSITION PAPER.

PERSONAL AUTHOR: PURLEY, ANTHONY F.

DESCRIPTOR: ADULT DEVELOPMENT; *ADULT VOCATIONAL EDUCATION; *AMERICAN INDIANS; *EVALUATION CRITERIA; FEDERAL PROGRAMS; JOB TRAINING; *RESEARCH NEEDS; SYSTEMS CONCEPTS; *VOCATIONAL ADJUSTMENT; VOCATIONAL DEVELOPMENT; VOCATIONAL EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

AFTER A REVIEW OF THE LITERATURE ON PAST AND PRESENT VOCATIONAL EDUCATION PROGRAMS CONDUCTED BY THE BUREAU OF INDIAN AFFAIRS (BIA) AND PRIVATE INDUSTRY, 5 METHODOLOGIES FOR USE IN EVALUATING INDIAN VOCATIONAL PROGRAMS ARE DISCUSSED. RESEARCH NEEDS ARE THEN SUGGESTED. FIRST AN ASSESSMENT OF VOCATIONAL EDUCATION PROGRAMS OFFERED IN BIA SCHOOLS--CONSIDERING TEACHER PREPARATION AND RECRUITMENT, CURRICULUM, SCHOOL ORGANIZATION, AND COMMUNITY ROLE--IS NEEDED, AS IS AN ASSESSMENT OF VOCATIONAL EDUCATION PROGRAMS FOR AMERICAN INDIAN ADULTS. SPECIAL ATTENTION ALSO NEEDS TO BE GIVEN TO RESEARCH ON ADEQUACY OF OPPORTUNITIES, TRAINING, AND PLACEMENT OF INDIANS. ADDITIONAL STUDIES ARE NEEDED IN TERMS OF ON-THE-JOB BEHAVIOR, VALUES, ATTITUDES, MOTIVATION, AND COMPETENCIES HELD OR NEEDED BY INDIANS FOR SUCCESSFUL ENTRY, PERSISTENCE, AND ADVANCEMENT IN VOCATIONAL TRAINING AND EMPLOYMENT. (LS)

ACCESSION NUMBER: ED057951

PUBLICATION DATE: 28 MAY 70

TITLE: NEEDED RESEARCH IN PRINCIPLES OF LEARNING (AS APPLIED TO INDIAN EDUCATION). A POSITION PAPER.

PERSONAL AUTHOR: COOPER, JAMES G.; NORRIS, ROBERT

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; *EDUCATIONAL NEEDS; FAMILY INFLUENCE; LANGUAGE PLANNING; *LEARNING CHARACTERISTICS; RELEVANCE (EDUCATION); *RESEARCH NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 7P.

THIS PAPER CALLED ATTENTION TO NEEDED RESEARCH IN THE APPLICATION OF PRINCIPLES OF LEARNING TO AMERICAN INDIAN EDUCATION. THE MATTER OF SUITABLE REWARDS (CONTINGENCY MANAGEMENT) WAS EXAMINED, AND 5 AREAS OF NEEDED RESEARCH WERE IDENTIFIED. CONCEPT FORMATION WAS FELT TO BE THE HEART OF LANGUAGE LEARNING, AND 3 KINDS OF RESEARCH PROBLEMS IN TERMS OF CONCEPT FORMATION WERE EXAMINED. THE EXISTENCE OF COMMUNICATION PROBLEMS BETWEEN INDIAN PUPILS AND THEIR PARENTS WAS FACED; IN KEEPING WITH THIS, IT WAS NOTED THAT CERTAIN SCHOOL PRACTICES OFTEN EXACERBATE THIS PROBLEM AND IT WAS URGED THAT COMPREHENSIVE ANALYSIS BE MADE OF THE GOALS FOR EDUCATION HELD BY SELECTED MEMBERS OF THE EDUCATIONAL COMMUNITY (PARENTS, TRIBAL OFFICERS, EDUCATORS, PUPILS)--THUS LEADING TO CONSTRUCTION OF CURRICULUM DESIGNS AND MATERIALS OF HIGH CULTURAL RELEVANCE. FINALLY, IN THE AREA OF TEACHER REEDUCATION, IT WAS RECOMMENDED THAT STUDIES BE UNDERTAKEN WHICH COMBINE TEACHER INVOLVEMENT AND CONTINGENCY MANAGEMENT. (LS)

ACCESSION NUMBER: ED057952

PUBLICATION DATE: APR 70

TITLE: PEER SOCIETIES OF INDIAN CHILDREN AND THEIR RELATIONSHIP WITH EDUCATION PROBLEMS. A POSITION PAPER.

PERSONAL AUTHOR: WAX, MURRAY L.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY STUDY; *CULTURAL DIFFERENCES; *PEER RELATIONSHIP; RESEARCH METHODOLOGY; *RESEARCH NEEDS; SOCIAL VALUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 11P.

A SURVEY OF RESEARCH ON THE PEER SOCIETY OF AMERICAN INDIANS REVEALS THAT LITTLE IS KNOWN ABOUT THIS TOPIC. AMERICAN INDIAN POPULATIONS, ESPECIALLY PEER SOCIETIES OF YOUNG INDIANS, CONSTITUTE ONE OF THE MOST DIFFICULT GROUPS ON WHOM TO CONDUCT RESEARCH. ALTHOUGH INDIAN STUDENTS RESPOND DOCILELY TO SELF-ADMINISTERED QUESTIONNAIRES, SUCH INSTRUMENTS ARE RELATIVELY IMPRECISE FOR REPORTING THE NATURE OF INDIAN PEER SOCIETIES. ONE BASIC METHOD SUGGESTED FOR GATHERING DATA IS THE COMMUNITY STUDY TYPE. THE BEST RESEARCH PROCEDURE WOULD INVOLVE RELATIVELY LENGTHY SUBPROJECTS BY SMALL RESEARCH TEAMS, EACH CONSISTING OF 1 OR 2 GRADUATE STUDENTS AT THE DOCTORAL LEVEL. WHEN THE SUBPROJECTS HAD BEEN COMPLETED, IT WOULD THEN BE POSSIBLE FOR A "PRINCIPAL INVESTIGATOR" TO REVIEW THE FINDINGS IN ORDER TO JUDGE HOW SURVEY OR OTHER TECHNIQUES MIGHT BE UTILIZED IN ORDER TO GENERALIZE THE FINDINGS. (LS)

ACCESSION NUMBER: ED057953

PUBLICATION DATE: APR 70

TITLE: EVALUATION OF RESEARCH ON BILINGUAL EDUCATION FOR AMERICAN INDIANS. A POSITION PAPER.

PERSONAL AUTHOR: SPOLSKY, BERNARD

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; COMMUNITY INVOLVEMENT; CURRICULUM DEVELOPMENT; *LANGUAGE ROLE; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; *RESEARCH NEEDS; TEACHER QUALIFICATIONS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

SUCCESSFUL BILINGUAL PROGRAMS DEPEND ON SOME UNDERSTANDING OF THE LANGUAGE SITUATION INVOLVED, THE POSSIBLE STRATEGIES OF BILINGUAL EDUCATION, THE EFFECTS OF THESE STRATEGIES, THE ASSESSMENT OF COMMUNITY DESIRES, THE BEST WAYS TO FIND AND TRAIN TEACHERS, THE METHOD OF EVALUATING CURRICULUM, THE EFFECT OF LEARNING STYLES, AND THE POSSIBILITIES OF BILINGUAL CURRICULUM DEVELOPMENT. THE EVIDENCE ON EACH OF THESE ISSUES IS LIMITED FOR BILINGUAL EDUCATION IN GENERAL BUT IS EVEN MORE LIMITED IN THE CASE OF AMERICAN INDIAN EDUCATION. THE DEVELOPMENT OF VIABLE BILINGUAL EDUCATION PROGRAMS FOR INDIANS REQUIRES A NUMBER OF STUDIES: (1) A LANGUAGE CENSUS; (2) A MAJOR STUDY OR SERIES OF STUDIES OF THE EFFECT OF VARIOUS PATTERNS OF BILINGUAL EDUCATION; (3) A STUDY OF THE EFFECT OF COMMUNITY INVOLVEMENT IN BILINGUAL EDUCATION PROGRAMS; (4) A STUDY OF THE EFFECTIVENESS OF VARIOUS PATTERNS OF TEACHER AND ASSISTANT PREPARATION AND COOPERATION; (5) RESEARCH PROJECTS CONCERNED WITH BELIEF SYSTEMS, LANGUAGE USE AND FUNCTION, AND LANGUAGE ACQUISITION AND DIRECT STUDIES OF LEARNING STYLES; AND (6) STUDIES OF THE PROBLEMS OF DEVELOPING CURRICULUM IN INDIAN LANGUAGES. (JH)

ACCESSION NUMBER: ED057954

PUBLICATION DATE: APR 70

TITLE: DIFFERENTIAL EDUCATIONAL ACHIEVEMENT AMONG CONTEMPORARY AMERICAN INDIAN CULTURES. A POSITION PAPER.

PERSONAL AUTHOR: WALKER, DEWARD E., JR.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *COMPARATIVE ANALYSIS; *EDUCATIONAL STATUS COMPARISON; PERFORMANCE FACTORS; *RESEARCH NEEDS; STATISTICAL DATA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 7P.

FEW COMPARATIVE STUDIES OF AMERICAN INDIAN EDUCATION HAVE BEEN COMPLETED. DESPITE THE FREQUENT TENDENCY OF RESEARCHERS TO GENERALIZE ABOUT THE EDUCATION OF AMERICAN INDIANS, LITTLE KNOWLEDGE EXISTS BEYOND LOCAL AND OCCASIONAL REGIONAL STUDIES. UNDERSTANDING THE EDUCATIONAL DIVERSITY OF CONTEMPORARY AMERICAN INDIANS REQUIRES WIDESCALE CONTROLLED COMPARISONS OF MANY GROUPS. COMPARATIVE RESEARCH ON INDIAN EDUCATIONAL ACHIEVEMENT HAS BEEN LIMITED BY (1) INADEQUATE STATISTICAL DATA, (2) THE FAILURE TO DEVELOP A HOLISTIC MODEL OF FACTORS INFLUENCING INDIAN EDUCATIONAL SUCCESS, (3) THE LACK OF UNDERSTANDING OF THE STRUCTURAL LINKS BETWEEN INDIAN AND NON-INDIAN COMMUNITIES AND THEIR SCHOOL SYSTEMS, AND (4) THE LACK OF ETHNOHISTORICAL RESEARCH ON INDIAN EDUCATION. METHODS REQUIRED TO COMPLETE THE NEEDED RESEARCH ARE SUGGESTED. (JH)

ACCESSION NUMBER: ED057955

PUBLICATION DATE: APR 70

TITLE: NEEDED RESEARCH AS A CONTRIBUTION TO THE PROBLEM OF TEACHING ENGLISH TO AMERICAN INDIANS. A POSITION PAPER.

PERSONAL AUTHOR: WILLINK, E. W.

DESCRIPTOR: *AMERICAN INDIANS; *ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; READING INSTRUCTION; *RESEARCH NEEDS; *RESEARCH PROJECTS; SECOND LANGUAGE LEARNING; *TEACHING METHODS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.

THERE APPEARS TO BE A GENERAL REALIZATION IN THE SOUTHWEST THAT THE FACT THAT ENGLISH IS NOT THE MOTHER TONGUE FOR LARGE NUMBERS OF AMERICAN INDIAN CHILDREN HAS IMPLICATIONS FOR THE METHOD AND MATERIALS BY WHICH ENGLISH SHOULD BE TAUGHT TO THESE CHILDREN. TESL (TEACHING ENGLISH AS A SECOND LANGUAGE) METHODS ARE GENERALLY CONSIDERED SUPERIOR BUT, IN PLACES WHERE TESL HAS BEEN PRACTICED TO DATE WITH INDIAN CHILDREN, IT IS APPARENT THAT ENGLISH IS STILL LEARNED VERY SLOWLY IN SPITE OF THE GREAT EFFORT AND THE EMPHASIS ON TESL. THE NATURE OF THE PROBLEM FOR THE RESEARCHER WOULD SEEM TO BE A COMPARATIVE STUDY TO TEST THE VALIDITY OF VARIOUS ASSUMPTIONS THAT ARE CURRENTLY BEING MADE ABOUT THE MENTAL PROCESSES INVOLVED IN SECOND LANGUAGE LEARNING AND TO TEST THE RELATIVE EFFICIENCY OF A NUMBER OF PLAUSIBLY SUGGESTED METHODOLOGICAL IMPLICATIONS. THE VALIDITY OF THE CONCEPTS OF COMPETENCE AND PERFORMANCE FOR SECOND LANGUAGE LEARNING IS THE OBJECT OF NEEDED RESEARCH. ALSO WORTHY OF RESEARCH IS THE VALIDITY OF THE PRINCIPLES OF (1) TEACHING UNITS FOR MASTERY AND (2) THE SPIRAL CURRICULUM APPROACH. ARGUMENTS IN FAVOR OF A PARTICULAR LINGUISTIC SEQUENCE IN CONTRAST TO OTHER SEQUENCES INVITE RESEARCH, AS DO ARGUMENTS THAT STRESS THE IMPORTANCE OF THE SEMANTIC CONTENT OF THE LANGUAGE LESSONS. PROPOSED SHORT-TERM AND LONG-TERM RESEARCH PROJECTS ARE DETAILED IN THE PAPER. (JH)

ACCESSION NUMBER: ED057956

PUBLICATION DATE: MAY 70

TITLE: THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE RESEARCH AND DEVELOPMENT NEEDS AND PRIORITIES FOR THE EDUCATION OF AMERICAN INDIANS . A POSITION PAPER.

PERSONAL AUTHOR: JOHN, VERA

DESCRIPTOR: *AMERICAN INDIANS; *CHILDREN; *COMMUNICATION SKILLS; CROSS CULTURAL TRAINING; *CULTURAL DIFFERENCES; EDUCATIONAL METHODS; EVALUATION; *LANGUAGE SKILLS; LITERATURE REVIEWS; RESEARCH NEEDS; SOCIOLINGUISTICS; STANDARDIZED TESTS; VERBAL COMMUNICATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

PROBLEMS IN THE MEASUREMENT OF COMMUNICATIVE COMPETENCE OF AMERICAN INDIAN CHILDREN ARE DISCUSSED IN THIS POSITION PAPER. PROBLEMS INCLUDE THE FAILURE OF TRADITIONAL OBSERVATIONS AND MEASUREMENTS, AND JUDGMENTS BY EDUCATORS BASED ON NON-INDIAN EXPERIENCES AND EXPECTATIONS. SOME TRENDS IN CONTEMPORARY RESEARCH CONCERNED WITH THESE PROBLEMS ARE NOTED: THAT RELIANCE ON STANDARDIZED TESTING IS BEING CRITICIZED AS BEING INAPPROPRIATE FOR MINORITY CHILDREN; THAT RESEARCH COMBINING VARIOUS DISCIPLINES IS IN THE PROCESS OF DEVELOPMENT; AND THAT A SERIOUS EFFORT TO BUILD A THEORY OF LANGUAGE PEDAGOGY IS EMERGING. SPECIFIC RECOMMENDATIONS ARE GIVEN FOR (1) EXTENSIVE INVESTIGATIONS PLANNED AND DIRECTED ONLY BY INDIAN SCHOLARS, (2) TRAINING OF TRIBAL SPECIALISTS, AND (3) WORKSHOP SESSIONS FOR SPECIALISTS IN VARIOUS DISCIPLINES TO WORK TOGETHER IN SMALL-SCALE EXPERIENTIAL EFFORTS AT DEVELOPING CURRICULAR IDEAS FOR IMPROVING LANGUAGE SKILLS. IN ADDITION, THE TRAINING OF INDIAN SCHOLARS IS INDICATED AS A STEP TOWARD MEANINGFUL RESEARCH. A 10-ITEM BIBLIOGRAPHY OF BACKGROUND ARTICLES IS INCLUDED ALONG WITH 6 REFERENCES. (PS)

ACCESSION NUMBER: ED057957

PUBLICATION DATE: APR 70

TITLE: HEALTH FACTORS INFLUENCING EDUCATION OF AMERICAN INDIANS. A POSITION PAPER.

PERSONAL AUTHOR: DEMONTIGNY, LIONEL H.

DESCRIPTOR: *AMERICAN INDIANS; AUDITION (PHYSIOLOGY); *CHILDREN; COMMUNITY HEALTH; *EDUCATIONAL PLANNING; *HEALTH; LITERATURE REVIEWS; *MEDICAL EVALUATION; MENTAL HEALTH; NUTRITION; SOCIAL ENVIRONMENT; VISION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.

THE RESUME OF HEALTH PROBLEMS FACING THE AMERICAN INDIAN SCHOOL CHILD EMPHASIZED THAT HEALTH, CULTURE, EDUCATION, AND ECONOMICS ARE MUTUALLY INTERDEPENDENT AND MUST BE EVALUATED AND PLANNED FOR JOINTLY. SPECIFIC HEALTH PROBLEMS DISCUSSED INCLUDE GENERAL HEALTH, NUTRITION, FEVER AND CHRONIC ILLNESS, HEARING, SIGHT, AND MENTAL HEALTH. RECOMMENDATIONS WERE THAT HEALTH CONDITIONS BE EVALUATED ON A COMMUNITY-WIDE BASIS; THAT FAMILY-ORIENTED NUTRITION SURVEYS BE DONE TO EVALUATE NUTRITIONAL STATUS OF INDIAN COMMUNITIES; THAT MEDICAL HISTORIES OF EACH CHILD BE EVALUATED AS EACH PRESCHOOL OR SCHOOL-AGE CHILD IS GIVEN A COMPLETE MEDICAL EXAMINATION; THAT HEARING PROBLEMS SHOULD BE DETECTED AS EARLY AS POSSIBLE AND AUDIOMETRIC EXAMINATION SHOULD BE DONE TO DETECT ANY LOSS OF PARTICULAR PITCH; THAT EACH CHILD'S VISION BE EVALUATED NOT ONLY BY A SNELLEN CHART TEST BUT ALSO BY OCULAR MEASUREMENTS TO DETERMINE IF EYE DEFORMITY EXISTS; AND THAT MENTAL HEALTH PROGRAMS BE PLANNED IN A COMPREHENSIVE FASHION, BY TREATING NOT ONLY THE INDIVIDUAL BUT THE SOCIAL ENVIRONMENT FROM WHICH HE COMES. (JB)

ACCESSION NUMBER: ED057958

PUBLICATION DATE: APR 70

TITLE: DESIRABLE (INNOVATIVE) TRAINING PROGRAMS FOR THE TEACHERS OF INDIANS. A POSITION PAPER.

PERSONAL AUTHOR: SEKAQUAPTEWA, EUGENE

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE CURRICULUM; INNOVATION; *PROGRAM DEVELOPMENT; *RESEARCH NEEDS; *TEACHER EDUCATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 10P.

DISCUSSING TEACHER TRAINING FOR TEACHERS OF AMERICAN INDIANS AS IT EXISTS TODAY, THIS PAPER ESTABLISHES THE INADEQUACY OF PRESENT TRAINING PROGRAMS (WITH THE EXCEPTION OF THE PROGRAM AT ARIZONA STATE UNIVERSITY, WHICH OFFERS COURSES SPECIFICALLY DESIGNED TO TRAIN TEACHERS OF INDIAN STUDENTS). NEEDS AND METHODOLOGICAL CONSIDERATIONS FOR TRAINING TEACHERS FOR INDIANS ARE EXAMINED. ALSO INCLUDED ARE RECOMMENDATIONS FOR RESEARCH IN TRAINING TEACHERS FOR INDIANS AND REFLECTIONS BY TEACHER TRAINEES ENROLLED IN THE INDIAN EDUCATION COURSE AT ARIZONA STATE UNIVERSITY (SPRING 1970) ON WHAT IS A GOOD TEACHER FOR INDIAN CHILDREN. (MJB)

ACCESSION NUMBER: ED057959

PUBLICATION DATE: APR 70

TITLE: THE PROS AND CONS OF INDIVIDUALIZED PROGRAMMED INSTRUCTION FOR INDIAN STUDENTS. A POSITION PAPER....

PERSONAL AUTHOR: CORCORAN, BERT W.

DESCRIPTOR: *AMERICAN INDIANS; BASIC SKILLS; BILINGUAL EDUCATION; CLASSROOM ENVIRONMENT; CULTURAL FACTORS; *CURRICULUM DEVELOPMENT; ELEMENTARY SCHOOL STUDENTS; GROUP RELATIONS; *INDIVIDUALIZED INSTRUCTION; PROGRAM DEVELOPMENT; *PROGRAMED INSTRUCTION; SEX DIFFERENCES; STUDENT TEACHER RELATIONSHIP; *UNGRADED SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 11P.

BASED ON OBSERVATIONS AND EXPERIENCES IN A TITLE III (ELEMENTARY AND SECONDARY EDUCATION ACT) PROJECT TO INDIVIDUALIZE INSTRUCTION IN THE UNGRADED ROCKY BOY ELEMENTARY SCHOOL (GRADES 1-6, ROCKY BOY INDIAN RESERVATION, BOX ELDER, MONTANA), THIS POSITION PAPER CONSIDERS THE PROBLEM OF FINDING A SUITABLE OR WORKABLE CURRICULUM AND CLASSROOM CLIMATE FOR TEACHING READING, WRITING, AND ARITHMETIC IN A TRADITIONALLY DESIGNED SCHOOL. IN THE PAPER, THE PROS OF INDIVIDUALIZED PROGRAMMED INSTRUCTION ARE DISCUSSED CONSIDERING BOY VS. GIRL, DEVELOPMENT OF THE SELF-LEARNER IN RELATION TO HIS CULTURE, PEER-TUTOR RELATIONSHIPS, ACHIEVEMENT, CHARACTERISTICS OF THE SELF-LEARNER IN RELATION TO PROGRAMMED INSTRUCTION, AND CONTINGENCY MANAGEMENT. CONS OF INDIVIDUALIZED PROGRAMMED INSTRUCTION ARE DISCUSSED IN TERMS OF THE NON-ENGLISH-SPEAKING CHILD, THE POOR TEACHER, AND BEHAVIORAL OBJECTIVITY VS. GROUP INTERACTION. IT IS SUGGESTED THAT INDIVIDUALIZED PROGRAMMED INSTRUCTION FOR INDIAN CHILDREN HAS MERIT AND NEEDS FURTHER STUDY IN VIEW OF ITS PRESENT SHORT PERIOD OF UTILIZATION. (MJB)

ACCESSION NUMBER: ED057960

PUBLICATION DATE: JUL 71

TITLE: IMPACT ANALYSIS OF AN AMERICAN INDIAN LITERATURE COURSE ON THE SELF-IMAGE OF SENIOR HIGH SCHOOL AMERICAN INDIAN STUDENTS.

PERSONAL AUTHOR: FOX, SANDRA J.

DESCRIPTOR: *AMERICAN INDIANS; CONTENT READING; *CULTURAL AWARENESS; EDUCATIONALLY DISADVANTAGED; *HIGH SCHOOL STUDENTS; INDIVIDUALIZED READING; *LITERATURE PROGRAMS; LITERATURE REVIEWS; READING MATERIAL SELECTION; *RELEVANCE (EDUCATION); SELF CONCEPT; SENIORS; SOCIOECONOMIC INFLUENCES; TABLES (DATA)

IDENTIFIER: SIOUX INDIANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 56P.; MASTER'S THESIS SUBMITTED TO PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK

THE RESULTS OF A SURVEY OF 13 HIGH SCHOOL SENIORS OF THE CHEYENNE RIVER SIOUX TRIBE ARE ANALYZED IN THIS 1971 STUDY DESIGNED TO TEST THE IMPACT OF AN AMERICAN INDIAN LITERATURE COURSE OFFERED AT CHEYENNE-EAGLE BUTTE HIGH SCHOOL. RESULTS OF A QUESTIONNAIRE GIVEN BEFORE AND AFTER THE LITERATURE COURSE ARE PRESENTED IN TABULAR FORM SHOWING, IN PERCENTAGES, THE RESPONSES ON WHICH THE FOLLOWING 4 CONCLUSIONS ARE BASED: THAT STUDENTS READ MORE WHEN THE MATERIAL CONCERNED INDIANS; THAT STUDENTS DID NOT LEARN TO ENJOY READING MORE; THAT STUDENTS REALIZED THE VALUE OF "READING TO LEARN"; AND THAT STUDENTS LEARNED ABOUT THEIR CULTURE AND HERITAGE FROM THE COURSE. FOUR RECOMMENDATIONS ARE MADE: THAT LARGER SAMPLES BE GATHERED; THAT QUESTIONNAIRES WHICH WOULD BETTER MEASURE ATTITUDES TOWARD PRIDE AND IDENTITY BE USED; THAT INVESTIGATORS EXPERIMENT WITH STUDENTS OF DIFFERENT AGES; AND THAT A DETERMINATION BE MADE OF WHETHER THE FINDINGS ARE STATISTICALLY SIGNIFICANT. A COPY OF THE QUESTIONNAIRE, A 33-ITEM BIBLIOGRAPHY, AND A LIST OF MATERIALS USED IN THE COURSE ARE INCLUDED. (PS)

ACCESSION NUMBER: ED057962

PUBLICATION DATE: FEB 71

TITLE: MAINE INDIANS: A BRIEF SUMMARY.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL BACKGROUND; *EDUCATIONAL OPPORTUNITIES; *LAND USE; NATURAL RESOURCES; RELIGIOUS FACTORS; RESERVATIONS (INDIAN); SPECIAL PROGRAMS; *STATE PROGRAMS; STUDENT ENROLLMENT

IDENTIFIER: *MAINE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 22P.

THE INDIANS OF MAINE, DESCENDANTS OF ALGONQUIAN LINGUISTIC STOCK, NUMBER APPROXIMATELY 1800 AND RESIDE ON 3 RESERVATIONS TOTALLING 22,600 ACRES OF LAND. MOST OF THE RESERVATION LAND IS FORESTED, WITH IMPORTANT ECONOMIC AND RECREATIONAL ADVANTAGES IN TERMS OF TIMBER PRODUCTION AND HUNTING AND FISHING OPPORTUNITIES. IN 1965, MAINE BECAME THE FIRST STATE IN THE NATION TO CREATE A SEPARATE DEPARTMENT OF INDIAN AFFAIRS FOR ADMINISTRATION OF PROGRAMS DESIGNED SPECIFICALLY TO MEET TRIBAL AND RESERVATION NEEDS. INITIAL PROGRAM ACTIVITY OF THE DEPARTMENT HAS BEEN IN THE AREAS OF GENERAL ASSISTANCE TO RESERVATION MEMBERS, IMPROVEMENT OF RESERVATION HOUSING AND SANITATION FACILITIES, AND COMMUNITY AND SOCIAL DEVELOPMENT PROGRAMS. FUTURE ATTENTION WILL ALSO BE DIRECTED TO ECONOMIC DEVELOPMENT OF TRIBAL RESOURCES, BOTH HUMAN AND PHYSICAL. THE STATE DEPARTMENT OF EDUCATION IS RESPONSIBLE FOR INDIAN EDUCATION PROGRAMS AND FOR THE ELEMENTARY SCHOOLS LOCATED ON EACH RESERVATION. THE ROMAN CATHOLIC CHURCH HAS HAD A CONTINUING RELATIONSHIP WITH THE MAINE INDIANS FOR OVER 300 YEARS, MAINTAINS CHAPELS ON THE RESERVATIONS, AND ASSIGNS PRIESTS AND SISTERS OF MERCY TO THE COMMUNITIES. SISTERS OF MERCY HAVE STAFFED RESERVATION SCHOOLS FOR OVER 100 YEARS. THE RESERVATION SCHOOLS RECEIVE FUNDS UNDER TITLES I, II, IV, AND VI OF THE ELEMENTARY AND SECONDARY EDUCATION ACT. SPECIAL PROGRAMS INCLUDE ADULT EDUCATION EVENING COURSES, HEADSTART PROGRAMS, AND BREAKFAST AND LUNCH PROGRAMS. FUNDS OBTAINED THROUGH THE AMERICAN FREEDOM FROM HUNGER FOUNDATION WILL FUND 2 NEW PROJECTS: A COOKING SCHOOL TO DEMONSTRATE NUTRITION, ECONOMY MEALS, AND CREATIVE WAYS TO PREPARE SURPLUS COMMODITIES AND A PROJECT TO REINTRODUCE INDIAN CULTURE IN THE SCHOOLS. (JH)

ACCESSION NUMBER: ED057964

PUBLICATION DATE: MAR 68

TITLE: ESTIMATED POPULATION IN RURAL "NONRESERVATION" INDIAN GROUPS IN THE UNITED STATES, 1960.

PERSONAL AUTHOR: BEALE, CALVIN L.

DESCRIPTOR: *AMERICAN INDIANS; *CENSUS FIGURES; *ECONOMIC STATUS; *FEDERAL AID; *RURAL POPULATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 19P.

POPULATION FIGURES FROM THE 1960 CENSUS FOR RURAL NONRESERVATION INDIANS IN COUNTIES HAVING AT LEAST 100 SUCH INDIANS ARE LISTED BY STATE AND BY COUNTY. HISTORICAL AND ECONOMIC SKETCHES ARE PROVIDED FOR MOST GROUPS. THE PURPOSE OF THE REPORT IS TO IDENTIFY INDIAN GROUPS THAT HAVE NEVER RECEIVED FEDERAL ATTENTION, GROUPS FOR WHOM FEDERAL RESPONSIBILITY HAS ENDED, OR GROUPS FOR WHOM A CONSIDERABLE DEFICIENCY IN FEDERAL SERVICES EXISTS IN COMPARISON WITH PROGRAMS FOR OTHER TRIBES. (JH)

ACCESSION NUMBER: ED057965

PUBLICATION DATE: SEP 71

TITLE: PERCEPTION OF SELF AND OTHERS AS A FUNCTION OF ETHNIC GROUP MEMBERSHIP.

PERSONAL AUTHOR: COOPER, JAMES G.

DESCRIPTOR: *AMERICAN INDIANS; *ANGLO AMERICANS; COMMUNITY INFLUENCE; CULTURAL DIFFERENCES; HIGH SCHOOL STUDENTS; *MEXICAN AMERICANS; *NEGROES; RACIAL FACTORS; RURAL YOUTH; *SELF CONCEPT; SOCIAL FACTORS; SOCIOCULTURAL PATTERNS; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 12P.

THE SELF-IMAGES OF 407 ANGLO AMERICAN, 157 AMERICAN INDIAN, 300 MEXICAN AMERICAN, AND 52 NEGRO RURAL HIGH SCHOOL STUDENTS IN NEW MEXICO AND TEXAS WERE COMPARED IN THIS STUDY. DATA FROM AN 11-ITEM SEMANTIC DIFFERENTIAL TEST WERE GROUPED IN TERMS OF 3 SUBSETS: PERCEPTIONS OF SELF, FEELINGS ABOUT SCHOOL, AND SOCIAL VARIABLES. ALTHOUGH IT HAD BEEN EXPECTED THAT THE STUDY WOULD REVEAL STRONG PERCEPTIONS OF SELF AMONG THE ANGLO AMERICANS AND WEAK SELF-CONCEPTS AMONG THE ETHNIC MINORITIES, THE DATA REVEALED THAT EACH ETHNIC GROUP SAW ITSELF IN FAVORABLE LIGHT AND SAW THE OTHER GROUPS LESS FAVORABLY. IN THE DOCUMENT, TABLES OF MEANS (BY ETHNIC GROUP) PROVIDE RESULTS OF THE BIPOLAR-ADJECTIVES TEST. A LIST OF PARTICIPATING SCHOOLS IS ALSO INCLUDED. (PS)

ACCESSION NUMBER: ED057969

PUBLICATION DATE: OCT 71

TITLE: SUGGESTED EDUCATIONAL PROGRAMS FOR TEACHERS AND PARENTS OF URBAN INDIAN YOUTH.

PERSONAL AUTHOR: CAVENDER, CHRIS C.

DESCRIPTOR: *AMERICAN INDIANS; CROSS CULTURAL TRAINING; CULTURAL AWARENESS; EDUCATIONAL NEEDS; *EDUCATIONAL PROGRAMS; *PARENT PARTICIPATION; PARENT SCHOOL RELATIONSHIP; SOCIOECONOMIC INFLUENCES; SOCIOLINGUISTICS; STUDENT TEACHING; *TEACHER EDUCATION; *URBAN YOUTH; VALUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 17P.

EDUCATIONAL PROGRAM DESIGNS FOR TEACHERS AND PARENTS OF URBAN AMERICAN INDIAN YOUTH (ESPECIALLY IN MINNEAPOLIS AND ST. PAUL) ARE DISCUSSED IN THIS PAPER. IN TERMS OF THE SUGGESTED PROGRAM FOR TEACHERS, THE QUESTION OF WHAT SHOULD BE INCLUDED IN THE CURRICULUM FOR TEACHER TRAINING IS REVIEWED IN 12 AREAS OF CONCERN (E.G., THE KNOWLEDGE BASE OF THE TEACHER AS RELATED TO THE INDIAN STUDENT'S LANGUAGE, HISTORY, VALUES, AND CULTURE); IN ADDITION, THE STRUCTURE OF THE TRAINING PROGRAM IS EXAMINED IN TERMS OF SUCH AREAS AS PROGRAM LENGTH AND STUDENT TEACHING IN A SCHOOL WITH A LARGE NUMBER OF INDIAN STUDENTS. THE PROPOSED EDUCATIONAL PROGRAM FOR PARENTS FOCUSES ON 4 CONTENT AREAS: THE STRUCTURE OF AN URBAN PUBLIC SCHOOL SYSTEM; SCHOOL SYSTEM PERSONNEL; POLICIES AND PROCEDURES OF A SCHOOL SYSTEM; AND TECHNIQUES AND APPROACHES USED IN DEALING WITH EDUCATIONAL INSTITUTIONS AND OTHER SOCIAL SERVICE AGENCIES. (PS)

ACCESSION NUMBER: ED057974

PUBLICATION DATE: MAY 71

TITLE: SELF-DETERMINATION: A PROGRAM OF ACCOMPLISHMENTS.

DESCRIPTOR: *ACTION PROGRAMS (COMMUNITY); *AMERICAN INDIANS; *ECONOMIC DEVELOPMENT; GROUP UNITY; IMPROVEMENT PROGRAMS; *INDIVIDUAL POWER; PARTICIPATION; *SELF HELP PROGRAMS; SOCIAL DEVELOPMENT; STATE FEDERAL SUPPORT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 357P.

THE ACCOMPLISHMENTS OF PROGRAMS DEVELOPED AND MANAGED BY AMERICAN INDIAN GROUPS ARE PRESENTED IN THIS DOCUMENT. THE PHILOSOPHY OF FEDERAL AGENCIES IS DISCUSSED IN RELATION TO PLACING WITH INDIAN COMMUNITIES THE RESPONSIBILITY FOR ADMINISTERING THEIR OWN AFFAIRS, PLANNING THEIR OWN PROGRAMS, AND MANAGING THEIR OWN FUNDS. SPECIAL PROGRAMS OFFERING TRAINING AND TECHNICAL ASSISTANCE TO INDIAN LEADERS ARE DESCRIBED. SKETCHES ON 8 INDIAN COMMUNITIES TYPIFY ECONOMIC DEVELOPMENT PROGRAMS WHICH RESULT IN INCREASED EMPLOYMENT AND INCOME FOR INDIAN FAMILIES AND ADDITIONAL RESOURCES FOR TRIBAL GOVERNMENTS. NINE ADDITIONAL SKETCHES OF INDIAN COMMUNITIES ILLUSTRATE HOW RESERVATION DEVELOPMENT PROGRAMS INCLUDE BOTH SOCIAL AND ECONOMIC DEVELOPMENT WHILE PRESERVING THE TRADITIONAL WAY OF LIFE AND PROTECTING CULTURAL VALUES. IN ADDITION, 68 COMMUNITY ACTION AGENCIES AND THEIR PROGRAMS ARE DESCRIBED. (JH)

ACCESSION NUMBER: ED057975

PUBLICATION DATE: MAY 70

TITLE: SURVEY OF SERVICES TO AMERICAN INDIANS THROUGH INSTITUTIONS OF HIGHER LEARNING IN SEVEN NORTHWESTERN STATES.

DESCRIPTOR: *AMERICAN INDIANS; INSTRUCTIONAL STAFF; *PROGRAMS; *PROJECTS; *SERVICES; SURVEYS; *UNIVERSITIES

IDENTIFIER: NORTHWESTERN STATES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 47P.

THE STATED PURPOSE OF THE BUREAU OF INDIAN SERVICES, UNIVERSITY OF UTAH, IS TO FACILITATE A GREATER INTERACTION BETWEEN INDIAN PEOPLE AND AGENCY RESOURCES AVAILABLE TO THEM. IN 1965, THE BUREAU OF INDIAN SERVICES INITIATED TRAINING AND TECHNICAL ASSISTANCE SERVICES TO TRIBAL MEMBERS AND INSTITUTIONS OF HIGHER LEARNING IN WASHINGTON, NEVADA, OREGON, IDAHO, MONTANA, WYOMING, AND UTAH THROUGH AN INDIAN COMMUNITY ACTION PROJECT. TWO SURVEYS HAVE BEEN CONDUCTED, ONE IN 1967 AND ONE IN MARCH 1970, TO DETERMINE THE DEGREE OF INVOLVEMENT OF INSTITUTIONS OF HIGHER LEARNING WITH INDIAN PEOPLE WITHIN THESE 7 STATES. THIS PUBLICATION SUMMARIZES THE FINDINGS OF THE 1970 SURVEY BY LISTING EACH INSTITUTION OF HIGHER LEARNING, THE PROGRAMS AND SERVICES OFFERED, NAMES OF STAFF MEMBERS INVOLVED, AND PROJECTED PROGRAMS AND SERVICES. (JB)

ACCESSION NUMBER: ED057982

PUBLICATION DATE: 71

TITLE: INDIAN EDUCATION TRAINING INSTITUTE (GONZAGA UNIVERSITY, SPOKANE, WASHINGTON, FEBRUARY 1971 TO NOVEMBER 1971).

DESCRIPTOR: *AMERICAN INDIANS; *CONFERENCES; *CULTURE CONTACT; CURRICULUM DEVELOPMENT; *EDUCATIONAL PROBLEMS; EVALUATION; HIGHER EDUCATION; *INSTITUTES (TRAINING PROGRAMS); PERSONNEL SELECTION; PROGRAM PLANNING; TEACHER EDUCATION; TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 127P.

THE 1971 INDIAN EDUCATION TRAINING INSTITUTE OUTLINED IN THIS DOCUMENT FOCUSED ON DEVELOPMENT OF KNOWLEDGES AND ATTITUDES NECESSARY FOR THOSE INVOLVED IN EDUCATING AMERICAN INDIANS. AS NOTED, FULL PARTICIPATION BY INDIAN PEOPLE WAS SOUGHT IN ALL PHASES OF THE INSTITUTE, AND INDIAN VIEWS WERE PRIMARY THROUGHOUT THE ADVISORY COMMITTEE MEETINGS AND THE PRE-CONFERENCE PLANNING SESSION. OF THE 50 CONFERENCE PARTICIPANTS, 76% WERE INDIANS REPRESENTING COLLEGES, TRIBES, AND URBAN INDIAN GROUPS IN THE NORTHWEST; CHOSEN TO OBTAIN VIEWS FROM THE WIDEST POSSIBLE CROSS-SECTION OF INDIAN PEOPLE, THE PARTICIPANTS RANGED FROM COLLEGE STUDENTS TO THOSE HOLDING DOCTORAL DEGREES. IN THIS REPORT ON THE INSTITUTE, BASIC INFORMATION ON THE PROGRAM (INCLUDING GUIDELINES, EVALUATION, AND THE ROLE OF THE PACIFIC NORTHWEST INDIAN CENTER) IS GIVEN. THE 18 APPENDICES INCLUDE LISTS OF PROGRAM PARTICIPANTS, COMMITTEE MEMBERS, TRUSTEES, AND FINANCIAL DIRECTORS, AND EXAMPLES OF CORRESPONDENCE WITH VARIOUS INDIVIDUALS AND INSTITUTIONS. A RELATED DOCUMENT, RC 005 884, CONTAINS A VERBATIM RECORD OF PROCEEDINGS. (PS)

ACCESSION NUMBER: ED057983

PUBLICATION DATE: 71

TITLE: PROCEEDINGS: INDIAN EDUCATION TRAINING INSTITUTE, PACIFIC NORTHWEST INDIAN CENTER/GONZAGA UNIVERSITY (SPOKANE, WASHINGTON, AUGUST 5,6,7,8, 1971).

DESCRIPTOR: *AMERICAN INDIANS; *CONFERENCE REPORTS; *CULTURE CONTACT; CURRICULUM DEVELOPMENT; EDUCATIONAL PROBLEMS; HIGHER EDUCATION; INDIGENOUS PERSONNEL; *INSTITUTES (TRAINING PROGRAMS); *PROGRAM EVALUATION; TEACHER EDUCATION; TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$16.45

DESCRIPTIVE NOTE: 436P.

THE 1971 INDIAN EDUCATION TRAINING INSTITUTE CULMINATED IN A 4-DAY CONFERENCE ATTENDED BY AMERICAN INDIAN SCHOLARS, TRIBAL ADMINISTRATORS, AND STUDENTS CONCERNED WITH EDUCATION OF INDIANS IN THE NORTHWEST. THIS DOCUMENT CONTAINS A VERBATIM RECORD OF THE PROCEEDINGS IN ADDITION TO AN EVALUATION OF THE PROGRAM. RECOMMENDATIONS ARE MADE (1) TO IMPROVE INDIAN EDUCATION IN RESERVATION AND NEAR-RESERVATION ELEMENTARY AND SECONDARY SCHOOLS; (2) TO MEET THE NEEDS OF INDIAN STUDENTS IN HIGHER EDUCATION; AND (3) TO PLAN FOR THE USE OF PACIFIC NORTHWEST INDIAN CENTER (PNIC) MATERIALS. IT IS NOTED THAT 3 FOLLOW-UP ACTIVITIES ARE IN PROGRESS TO IMPLEMENT THESE RECOMMENDATIONS: A COMMITTEE IS INVESTIGATING POSSIBILITIES FOR INDIAN EDUCATIONAL PROGRAMS IN AREA INSTITUTIONS OF HIGHER EDUCATION TO MOVE FORWARD ON THE BASIS OF CONCEPTS DEVELOPED DURING THE INSTITUTE; A COMMITTEE IS STUDYING INDIAN INVOLVEMENT IN PNIC; AND FACULTY AND ADMINISTRATIVE PERSONNEL IN AREA INSTITUTIONS OF HIGHER EDUCATION ARE REVIEWING THEIR OWN PROGRAMS. THE MAJOR PART OF THIS REPORT, THE RECORD OF THE PROCEEDINGS, DEALS WITH SUCH TOPICS AS TEXTBOOKS, THE ROLE OF PNIC, FEDERAL PROJECTS FOR INDIANS (E.G., JOHNSON-O'MALLEY), EDUCATIONAL NEEDS, CURRICULUM, TEACHER TRAINING, GUIDANCE AND COUNSELING, AND MEANS BY WHICH INDIANS CAN FORCE NEEDED CHANGES IN VARIOUS INSTITUTIONS. A RELATED DOCUMENT IS RC 005 883. (PS)

ACCESSION NUMBER: ED057985

PUBLICATION DATE: 70

TITLE: A HISTORY OF THE INDIANS OF THE UNITED STATES.

PERSONAL AUTHOR: DEBO, ANGIE

DESCRIPTOR: *AMERICAN INDIANS; *ETHNIC STUDIES; *GOVERNMENT ROLE; HUMAN DEVELOPMENT; LIVING STANDARDS; POLITICAL POWER; RESERVATIONS (INDIAN); *TRIBES; *UNITED STATES HISTORY

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 386P.

AT THE INSISTENCE OF STUDENTS WHO WERE TAUGHT AMERICAN INDIAN HISTORY BY THE AUTHOR OF THIS BOOK, THE AUTHOR PRESENTS THE COURSE IN BOOK FORM. IT PROVIDES BASIC HISTORICAL INFORMATION ON ALL INDIAN TRIBES IN THE UNITED STATES. THE PRIMARY EMPHASIS IS ON THE HISTORY OF OKLAHOMA INDIANS DUE TO THE LARGE INDIAN POPULATION OF THE STATE AND DUE TO THE FACT THAT OKLAHOMA WAS THE FOCUS OF INDIAN POLICY THROUGH MOST OF THE 19TH CENTURY. CURRENT TRENDS IN INDIAN EDUCATION, FAMILY LIFE, AND GOVERNMENT ARE PRESENTED TO ILLUSTRATE HOPEFUL DEVELOPMENTS "BROUGHT ABOUT BY INDIAN INITIATIVE AND BY A GROWING PUBLIC AWARENESS UNDER AN ENLIGHTENED FEDERAL ADMINISTRATION." A LIST OF SUGGESTED READINGS AND A SUBJECT INDEX ARE INCLUDED. (JH)

AVAILABILITY: UNIVERSITY OF OKLAHOMA PRESS, 1005 ASP AVENUE, NORMAN, OKLAHOMA 73069 ($8.95)

ACCESSION NUMBER: ED058788

PUBLICATION DATE: 71

TITLE: A CHOCKTAW ORTHOGRAPHY.

PERSONAL AUTHOR: NICKLAS, THURSTON DALE

DESCRIPTOR: ALPHABETS; AMERICAN INDIAN LANGUAGES; AMERICAN INDIANS; BILINGUAL EDUCATION; *CHOCTAW; CONSONANTS; LANGUAGE; *LANGUAGE STANDARDIZATION; MORPHEMES; *MORPHOLOGY (LANGUAGES); *ORTHOGRAPHIC SYMBOLS; PHONEMICS; *SPELLING; VOWELS; WORD LISTS; WRITING; WRITTEN LANGUAGE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 13P.

THIS PAPER DESCRIBES A SYSTEM FOR CHOCTAW ORTHOGRAPHY AND DISCUSSES THE PRINCIPLES AND RULES THAT CAN BE USED TO GOVERN THE SPELLING SYSTEM FOR THE LANGUAGE. THE ORTHOGRAPHY SYSTEM IS BASED ON A STUDY OF DOCUMENTS WRITTEN BY COMTEMPORARY CHOCKTAWS. THE SYSTEM PROPOSED HERE SEEKS TO BE AS ACCURATE A REPRESENTATION OF THE SPOKEN LANGUAGE AS POSSIBLE WHILE PROVIDING A MORE OR LESS UNIFORM SPELLING FOR EACH MORPHEME; THE VOWEL AND CONSONANT SYSTEMS ARE DISCUSSED. WHERE BOTH THESE CONDITIONS CANNOT BE MET, THE CRITERION OF ACCURATE REPRESENTATION IS PREFERRED. THE OVERRIDING CONSIDERATION IS TO ACHIEVE A SPELLING SYSTEM THAT IS ACCEPTABLE TO A SPEAKER OF CHOCTAW AND EASY FOR HIM TO LEARN, ESSENTIALLY A PHONEME SYSTEM. A SAMPLE TEXT WITH TRANSLATION IS INCLUDED. FOR A RELATED DOCUMENT ON CHOCTAW MORPHOLOGY, SEE FL 002 865. (VM)

ACCESSION NUMBER: ED058789

PUBLICATION DATE: 71

TITLE: CHOCTAW MORPHOLOGY.

PERSONAL AUTHOR: NICKLAS, THURSTON DALE

DESCRIPTOR: ADJECTIVES; ALLOMORPHS; AMERICAN INDIAN LANGUAGES; *CASE (GRAMMAR); *CHOCTAW; GRAMMAR; *LANGUAGE PATTERNS; LANGUAGE STANDARDIZATION; *MORPHEMES; *MORPHOLOGY (LANGUAGES); MORPHOPHONEMICS; NEGATIVE FORMS (LANGUAGE); NOMINALS; PLURALS; SEMANTICS; SUFFIXES; SYNTAX; VERBS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 59P.

THIS PAPER PROVIDES AN ANALYSIS OF CHOCTAW MORPHOLOGY BASED ON THE ORTHOGRAPHICAL SYSTEM DESCRIBED BY THE SAME AUTHOR (SEE FL 002 864). THE AUTHOR BEGINS WITH A DISCUSSION OF THE ARTICLES, CASES, AND CONJUNCTIONS OF CHOCTAW, CONSIDERING THEIR FORMS AND USES. A CONSIDERATION OF INDEPENDENT AND DEPENDENT PERSONAL PRONOUNS FOLLOWS AND FORMS THE BASIS FOR THE ANALYSIS OF OTHER ELEMENTS IN THE LANGUAGE. THE VARIOUS SERIES OF DEPENDENT PRONOUNS, OPERATING AS AFFIXES, COMBINE WITH OTHER PARTS OF SPEECH TO COMPLETE THE MEANING OF A FORM. THE AUTHOR DISCUSSES THE ROLE OF THE DEPENDENT PRONOUNS IN NOUNS, ADJECTIVES, AND VERBS, WHILE ILLUSTRATING CHARACTERISTICS OF THE TYPES IN EACH OF THESE FORMS. THE CONSIDERATION OF THE VERB INVOLVES A DISCUSSION OF PARTICIPLES AND CAUSATIVES AS WELL AS A SYSTEM OF VERBAL INFIXES. THE FINAL TOPIC CONCERNS COMMANDS AND EXHORTATIONS. MORPHOPHONEMIC CHANGES ARE CONSIDERED THROUGH OUT THE DISCUSSION. (VM)

ACCESSION NUMBER: ED058971

PUBLICATION DATE: 70

TITLE: THE EFFECTS AND IMPLICATIONS OF CULTURALLY PLURALISTIC EDUCATION ON THE MEXICAN-AMERICAN.

PERSONAL AUTHOR: ULIBARRI, HORACIO

DESCRIPTOR: AMERICAN INDIANS; *BILINGUALISM; *CULTURAL PLURALISM; DISADVANTAGED GROUPS; *EDUCATION; LANGUAGE DEVELOPMENT; *LITERATURE REVIEWS; MEASUREMENT; METHODS; *MEXICAN AMERICANS; NEGROES; RESEARCH NEEDS; STUDENT DEVELOPMENT; SYSTEMS APPROACH

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 43P.

ESTABLISHING THAT CULTURAL DIVERSITY MAY BE NOTHING MORE THAN ECOLOGICAL ADJUSTMENT AND THEN EXAMINING THE LITERATURE AND RESEARCH RELATED TO CULTURALLY PLURALISTIC EDUCATION, THE AUTHOR DEALS WITH MEXICAN AMERICAN CHILDREN AND CHILDREN FROM OTHER MINORITY GROUPS IN TERMS OF GROWTH AND DEVELOPMENT (PHYSICAL, MENTAL, ACADEMIC, AND SOCIOCULTURAL); LANGUAGE ACQUISITION AND LEARNING (THEORETICAL LINGUISTICS, THE NATURE OF LANGUAGE, LANGUAGE ACQUISITION, LANGUAGE DESCRIPTION, SEMANTICS, SYNTAX, PHONOLOGY, CONTRASTIVE LINGUISTICS, PSYCHOLINGUISTICS, LANGUAGE AND COGNITION, SOCIOLINGUISTICS, MULTILINGUAL SOCIETIES, MULTILINGUAL INDIVIDUALS); BILINGUAL PROGRAMS AND METHODOLOGY; AND TESTS AND MEASUREMENTS. THE AUTHOR RECOMMENDS 3 AREAS FOR BASIC RESEARCH: (1) LIFE-STYLE STUDIES, (2) SOCIOPSYCHOLOGICAL STUDIES, AND (3) EDUCATIONAL STUDIES. IN ADDITION, IT IS SUGGESTED THAT A NEW START FOR THE EDUCATION OF MULTICULTURAL CHILDREN UTILIZE AN ORGANIZATIONAL SYSTEMS APPROACH. ONE FIGURE AND A 74-ITEM BIBLIOGRAPHY ARE INCLUDED. (MJB)

ACCESSION NUMBER: ED058975

PUBLICATION DATE: 70

TITLE: THE MAN IN THE NORTH CONFERENCE ON COMMUNITY DEVELOPMENT (INUVIK, NORTHWEST TERRITORIES, CANADA, 18-21 NOVEMBER 1970).

PERSONAL AUTHOR: BELL, ELIZABETH; AND OTHERS

DESCRIPTOR: AGE DIFFERENCES; ALCOHOLISM; *AMERICAN INDIANS; COMMUNICATIONS; *COMMUNITY DEVELOPMENT; *CONFERENCE REPORTS; EDUCATION; *ESKIMOS; FAMILY PLANNING; LAND USE; *RESEARCH NEEDS; SOCIAL PROBLEMS; TRANSPORTATION; WORKSHOPS

IDENTIFIER: ALASKA; CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 44P.

TO DETERMINE THE OBJECTIVES AND PRIORITIES OF THE NORTHERNERS FOR COMMUNITY DEVELOPMENT IN THE NORTH, AS EXPRESSED BY THEIR HOPES AND ASPIRATIONS FOR THEIR OWN FUTURE, THE MAN IN THE NORTH (MIN) PROJECT OF THE ARCTIC INSTITUTE OF NORTH AMERICA DECIDED TO BRING TOGETHER COMMUNITY-DEVELOPMENT SPECIALISTS AND RESIDENTS OF THE CANADIAN ARCTIC AND OF ALASKA. A COMPILATION OF THE OPINIONS EXPRESSED BY THE CONFERENCE PARTICIPANTS (THE MAJORITY OF WHOM WERE INDIANS AND ESKIMOS), THIS PUBLICATION IS DIVIDED INTO 3 PARTS. PART I SUMMARIZES THE 4 WORKSHOPS AND CONCLUDES WITH A LIST OF PRIORITIES FOR RESEARCH WORK: COMMUNICATION, TRANSPORTATION, COMMUNITY CENTERS, SCHOOL DROPOUTS, A HISTORY BOOK OF THE NORTH, TEACHERS, AND SOCIAL HEALTH; PART II CONTAINS A DISCUSSION OF CERTAIN TECHNICAL ASPECTS OF THE MIN CONFERENCE ORGANIZATION (E.G., PREPARATION, LOGISTICS, PATTERN, INVOLVEMENT OF NORTHERN PARTICIPANTS, NATIVE LANGUAGES, AND AUDIOVISUAL RECORDING); AND PART III IS A 4-PAGE REPORT ON IMMEDIATE FOLLOW-UP ACTIVITIES AFTER THE CONFERENCE. THE MAIN DISCUSSIONS AT THE CONFERENCE TOOK PLACE IN THE 4 WORKSHOPS AND COVERED SUCH SUBJECTS AS SOCIAL HEALTH; ARCHITECTURE, TOWN PLANNING, AND HOUSING; EDUCATION; YOUTH AND OLD PEOPLE; COMMUNICATION AND TRANSPORTATION; EMPLOYMENT; LAND RIGHTS; AND CIVIC ADMINISTRATION. (JB)

ACCESSION NUMBER: ED058980

PUBLICATION DATE: SEP 71

TITLE: AMERICAN INDIAN EDUCATION, A SELECTED BIBLIOGRAPHY. SUPPLEMENT NO. 2.

PERSONAL AUTHOR: ALTUS, DAVID M., COMP.; LINK, ALBERT D., COMP.

DESCRIPTOR: *ABSTRACTS; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BILINGUAL EDUCATION; CULTURAL DIFFERENCES; DISADVANTAGED YOUTH; *EDUCATIONAL RESOURCES; ENGLISH (SECOND LANGUAGE); ESKIMOS; HISTORY; RESOURCE MATERIALS; *SOCIOECONOMIC INFLUENCES; TEACHING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 294P.

DOCUMENTS ON AMERICAN INDIANS ARE CITED IN THIS BIBLIOGRAPHY, WHICH IS A SUPPLEMENT TO ED 030 780 AND ED 044 213. THIS BIBLIOGRAPHY CONTAINS ABSTRACTS OF 221 DOCUMENTS CITED IN "RESEARCH IN EDUCATION" (RIE) FROM SEPTEMBER 1970 THROUGH JUNE 1971 AND 93 CITATIONS (SOME ANNOTATED) WHICH HAVE APPEARED IN "CURRENT INDEX TO JOURNALS IN EDUCATION" FROM JUNE 1970 THROUGH JUNE 1971. CITATIONS ARE INDEXED BY SUBJECT TERMS FROM THE "THESAURUS OF ERIC DESCRIPTORS." THE ENTRIES COVER A WIDE VARIETY OF RESOURCE MATERIALS (RESEARCH AND PROGRAM REPORTS, GUIDES, BOOKS, ARTICLES, ETC.) THAT EXAMINE THE CULTURAL AND SOCIOECONOMIC PROBLEMS AND EDUCATIONAL DEVELOPMENTS RELATIVE TO AMERICAN INDIANS. PRICE INFORMATION AND AVAILABILITIES ARE PROVIDED FOR DOCUMENTS THAT HAVE BEEN LISTED IN RIE. (LS)

AVAILABILITY: SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 (STOCK NO. 1780-0872, $2.25)

ACCESSION NUMBER: ED058981

PUBLICATION DATE: 31 AUG 71

TITLE: TRAINING ADMINISTRATORS FOR SCHOOLS SERVING INDIAN CHILDREN.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL CONTEXT; EDUCATIONAL ADMINISTRATION; GRADUATE STUDY; *LEADERSHIP TRAINING; PROFESSIONAL TRAINING; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *SCHOOL ADMINISTRATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.

THE OFFICE OF ECONOMIC OPPORTUNITY FUNDED A PROGRAM TO TRAIN ADMINISTRATORS FOR SCHOOLS SERVING LARGE NUMBERS OF INDIAN CHILDREN. THE PROGRAM, WHICH CALLED FOR THE SUPPORT AND TRAINING OF 20 AMERICAN INDIANS IN PROGRAMS LEADING TO DEGREES AND CERTIFICATION IN SCHOOL ADMINISTRATION, WAS AIMED AT ALLEVIATING THE SHORTAGE OF SCHOOL ADMINISTRATORS HAVING INDIAN ANCESTRY. GRADUATES OF THE PROGRAM WERE TO HAVE THE TRAINING NEEDED TO PROVIDE LEADERSHIP IN INDIAN EDUCATION FOR LOCAL DISTRICTS, STATE DEPARTMENTS OF EDUCATION, AND FEDERAL AGENCIES. THROUGH THESE EDUCATIONAL AND LEADERSHIP OPPORTUNITIES, PROGRAM GRADUATES WOULD BE ABLE TO PLAY A MORE ACTIVE ROLE IN SELF-DETERMINATION AND IMPROVED SOCIOECONOMIC OPPORTUNITY THROUGH EDUCATION IN INDIAN COMMUNITIES. DURING THE SUMMER OF 1970, 20 PROGRAM APPLICANTS (17 CANDIDATES FOR MASTER'S DEGREES AND 3 CANDIDATES FOR DOCTOR'S DEGREES) WERE SELECTED FOR ADMISSION TO GRADUATE SCHOOL AND PARTICIPATION IN THE FELLOWSHIP PROGRAM AT THE UNIVERSITY OF MINNESOTA. ACHIEVEMENT AND PROGRESS TOWARD DEGREE OBJECTIVES WERE ENCOURAGED THROUGH INTENSIVE ADVISING AND PROGRAM PLANNING. EFFECTIVENESS OF THE PROGRAM WAS EVALUATED IN TERMS OF ITS PRIMARY GOAL: TRAINING ADMINISTRATORS FOR INDIAN EDUCATION. BASED ON THIS CRITERION, THE PROGRAM WAS DEEMED SUCCESSFUL. THE COMPONENTS OF THE EVALUATION WERE STUDENT RETENTION, ACADEMIC ACHIEVEMENT, ATTAINMENT OF DEGREE OBJECTIVES, PARTICIPANT EVALUATION, AND POST-PROGRAM PLANS. (JH)

ACCESSION NUMBER: ED058982

PUBLICATION DATE: 70

TITLE: ORGANIZING AND MAINTAINING A NATIVE AMERICAN REFERENCE LIBRARY.

PERSONAL AUTHOR: HENRY, JEANETTE

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIES; CATALOGING; ETHNIC STUDIES; LIBRARY ACQUISITION; *LIBRARY PLANNING; *LITERATURE; *REFERENCE MATERIALS; RESEARCH LIBRARIES; *SPECIAL LIBRARIES; SUPPLIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.

A PLAN FOR ORGANIZING A NATIVE AMERICAN REFERENCE LIBRARY IS PROPOSED IN THIS PAPER. SOME OF THE PRELIMINARY CONSIDERATIONS DISCUSSED ARE THE TYPE OF LIBRARY NEEDED; THE LEVELS OF THE BOOKS; THE RESPONSIBILITIES FOR SPECIFIC JOBS IN THE LIBRARY; AND PRELIMINARY MEETINGS TO BE HELD WITH STUDENTS AND TEACHERS WHO WILL BE USING THE FACILITIES. PHYSICAL AND MECHANICAL REQUIREMENTS ARE DISCUSSED, AND THE LIBRARY OF CONGRESS METHOD FOR CATALOGING A SMALL LIBRARY IS DESCRIBED. SUGGESTED REGULATIONS FOR USERS OF THE LIBRARY ARE LISTED. ALSO LISTED ARE THE NAMES AND ADDRESSES OF BOTH LIBRARY-SUPPLY COMPANIES AND PUBLISHERS OF NATIVE AMERICAN BOOK REPRINTS. A BASIC BOOKLIST IS INCLUDED FOR USE IN INITIAL ACQUISITIONS. (PS)

ACCESSION NUMBER: ED058989

PUBLICATION DATE: 31 JAN 70

TITLE: SOCIAL, CULTURAL AND EDUCATIONAL FACTORS ASSOCIATED WITH RELATIVE VOCATIONAL SUCCESS OF NAVAJO HIGH SCHOOL GRADUATES.

PERSONAL AUTHOR: BYLUND, H. BRUCE

DESCRIPTOR: ACADEMIC APTITUDE; *AMERICAN INDIANS; BOARDING SCHOOLS; *CULTURAL FACTORS; *EMPLOYMENT; FEASIBILITY STUDIES; *HIGH SCHOOL GRADUATES; INTERVIEWS; QUESTIONNAIRES; RESEARCH; RURAL AREAS; SEX DIFFERENCES; SOCIAL FACTORS; TABLES (DATA); *VOCATIONAL FOLLOWUP

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 56P.

THE OBJECTIVE OF THIS STUDY WAS TO EXPLORE THE FEASIBILITY OF ANALYZING EDUCATIONAL AND CULTURAL FACTORS ASSOCIATED WITH THE VOCATIONAL SUCCESS OF GRADUATES OF A LARGE BOARDING SCHOOL FOR NAVAJO INDIANS (I.E., THE 1964 GRADUATES OF INTERMOUNTAIN SCHOOL IN UTAH). IN ORDER TO LOCATE THESE GRADUATES, LETTERS WERE SENT TO THE PARENTS OR GUARDIAN. WHEN THIS BROUGHT NO RESPONSE, AN INTERVIEWER WAS SENT TO THE RESERVATION TO SPEAK TO PARENTS, OTHER FAMILY MEMBERS, OR THE LOCAL TRADER TO OBTAIN CURRENT ADDRESSES FOR THE GRADUATES. AN INTERVIEW SCHEDULE WAS DEVELOPED, TESTED ON NAVAJOS LIVING ON OR NEAR THE RESERVATION, AND REVISED. INFORMATION OBTAINED FROM INTERMOUNTAIN SCHOOL INCLUDED THE STUDENT'S TOTAL AMOUNT OF SCHOOLING, AGE WHEN HE STARTED SCHOOL, AGE WHEN HE GRADUATED, INFORMATION CONCERNING COURSES HE HAD TAKEN, GRADE POINT AVERAGES, TEST DATA FOR ACHIEVEMENT AND APTITUDE TESTS, EVALUATION WHICH HAD BEEN MADE BY COUNSELORS AND TEACHERS ON VARIOUS ASPECTS OF THE STUDENT'S LIFE AND BEHAVIOR, AND INFORMATION ON THE SUMMER PLACEMENT PROGRAM. INCLUDED IN THE SAMPLE WERE 80 GRADUATES, EACH OF WHOM WAS PERSONALLY INTERVIEWED. THE DATA, ANALYZED BY STEPWISE REGRESSION, INDICATED THAT THE BEST VARIABLE FOR PREDICTING TOTAL PRODUCTIVE ACTIVITY WAS TEACHER EVALUATION OF THE STUDENT'S RESPECT FOR PROPERTY; THE NEXT BEST PREDICTION VARIABLE WAS KNOWING THE TRADITIONAL NAVAJO STORIES. HOWEVER, "THESE RESULTS ARE ONLY SUGGESTIVE BECAUSE OF THE SMALLNESS OF THE SAMPLE, BUT IT APPEARS THAT AMONG THE VARIABLES USED IN THE STUDY ARE THOSE WHICH CAN BE MEANINGFULLY COMBINED TO GIVE AN EXPLANATION OF AND BE USEFUL FOR PREDICTING A REASONABLE PERCENTAGE OF RELATIVE VOCATIONAL SUCCESS AMONG NAVAJO MALES." (LS)

ACCESSION NUMBER: ED058991

PUBLICATION DATE: SEP 71

TITLE: LEADERSHIP AND DEVELOPMENT IN A BI-CULTURAL SETTING.

PERSONAL AUTHOR: LASSEY, WILLIAM R.; WILLIAMS, ANNE S.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *COMMUNITY DEVELOPMENT; *COMMUNITY LEADERS; COUNTY OFFICIALS; COUNTY PROGRAMS; CULTURAL DIFFERENCES; FEDERAL PROGRAMS; *INTERAGENCY PLANNING; *LEADERSHIP; RESERVATIONS (INDIAN); RURAL AREAS

IDENTIFIER: MONTANA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 21P.

THE 3 PRINCIPAL OBJECTIVES OF THIS STUDY WERE (1) TO DETERMINE LEADER CHARACTERISTICS AND ATTITUDES TOWARD RESOURCE DEVELOPMENT PROGRAMS AND DEVELOPMENT ORGANIZATIONS IN THE ROOSEVELT COUNTY AND FORT PECK RESERVATION AREA; (2) TO MEASURE UNDERSTANDING OF CONCEPTS AND ATTITUDES ABOUT AREA DEVELOPMENT, FEDERAL PROGRAMS, AND OTHER FACTORS ASSOCIATED WITH DEVELOPMENT ACTIVITIES; AND (3) TO DERIVE THEREFROM BASIC PRINCIPLES AND APPROACHES FOR MORE EFFECTIVE IMPLEMENTATION OF DEVELOPMENT PROGRAMS. A LIST OF LEADERS WAS OBTAINED BY (1) TELEPHONING 75 RANDOMLY SELECTED PERSONS, (2) SECURING LISTS OF ELECTED LEADERS OF ORGANIZATIONS WITH 15 MEMBERS OR MORE, (3) INTERVIEWING PROFESSIONAL PEOPLE WITH EXTENSIVE CONTACTS IN THE AREA, (4) LISTING SIGNIFICANT ELECTIVE OR APPOINTIVE OFFICE HOLDERS, (5) LISTING LEADERS MENTIONED BY LOCAL NEWSPAPERS, AND (6) ASKING LEADERS SELECTED IN THE FIRST 5 STEPS TO SUGGEST OTHER LEADERS. INDIVIDUALS FROM THE STUDY AREA WHO WERE SELECTED MOST CONSISTENTLY FORMED THE FINAL INTERVIEWING SAMPLE--A TOTAL OF 84 NON-INDIANS AND 31 INDIANS. EACH SELECTED LEADER WAS ASKED TO PARTICIPATE IN A DETAILED PERSONAL INTERVIEW WHEREIN AN ATTEMPT WAS MADE TO IDENTIFY AND PROBE A NUMBER OF FACTORS RELEVANT TO AREA DEVELOPMENT, SUCH AS KNOWLEDGE OF ONGOING DEVELOPMENT EFFORTS, KNOWLEDGE OF BASIC DEVELOPMENT PRINCIPLES, AND AWARENESS OF EXISTING ALTERNATIVE PROGRAMS OF AREA DEVELOPMENT. THIS REPORT DESCRIBES THE MAJOR FINDINGS OF THE STUDY AND DISCUSSES SOME OF THE IMPLICATIONS AND POTENTIAL RECOMMENDATIONS THAT MIGHT BE DERIVED. (LS)

ACCESSION NUMBER: ED058993

PUBLICATION DATE: 30 JUN 71

TITLE: 1971 ANNUAL CREDIT AND FINANCING REPORT. FINANCING INDIAN DEVELOPMENT.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; CREDIT (FINANCE); *ECONOMIC DEVELOPMENT; EDUCATIONAL FINANCE; FEDERAL LEGISLATION; *FINANCIAL SERVICES; PRIVATE FINANCIAL SUPPORT; *TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 43P.

THE BUREAU OF INDIAN AFFAIRS (BIA) 1971 ANNUAL CREDIT AND FINANCING REPORT DESCRIBES THE FINANCING AVAILABLE FOR ECONOMIC ADVANCEMENT OF AMERICAN INDIANS. THE 3 MAIN FINANCING SOURCES CITED IN THIS REPORT ARE (1) CUSTOMARY LEADERS, BOTH PRIVATE AND GOVERNMENT; (2) TRIBES AND OTHER INDIAN ORGANIZATIONS WITH FUNDS OF THEIR OWN; AND (3) THE REVOLVING LOAN FUND OF THE BIA. THESE FINANCING SOURCES ARE DISCUSSED IN TERMS OF SUCH AREAS AS HOUSING, SMALL BUSINESS, AGRICULTURE, AND EDUCATION. INCLUDED IS AN APPENDIX OF 34 TABLES CONTAINING INFORMATION ON SUCH ITEMS AS LOANS MADE, AMOUNTS, SOURCES, REPAYMENT RECORDS, AND PURPOSES. A RELATED DOCUMENT IS ED 050 849. (NQ)

ACCESSION NUMBER: ED058996

PUBLICATION DATE: 70

TITLE: THE HAWAII-NAVAJO EXCHANGE PROGRAM.

PERSONAL AUTHOR: BREWER, KENNETH, COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *CULTURAL EXCHANGE; *EDUCATIONAL EXPERIENCE; EDUCATIONAL OBJECTIVES; EVALUATION; GRADE 5; *PROGRAM DESCRIPTIONS; RECORDS (FORMS); *STUDENT EXCHANGE PROGRAMS

IDENTIFIER: HAWAIIANS; NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 95P.

THE 1969-70 LEEWARD CULTURAL EXCHANGE PROGRAM DESCRIBED IN THIS REPORT INVOLVED A 2-WEEK EXCHANGE BETWEEN 20 GRADE-5 STUDENTS OF LEEWARD OAHU, HAWAII, AND 24 GRADE-5 STUDENTS FROM THE TOYEI BOARDING SCHOOL ON THE NAVAJO INDIAN RESERVATION IN NORTHERN ARIZONA. IN THE REPORT, THE PROGRAM OBJECTIVES ARE LISTED ALONG WITH A STATEMENT OF ORGANIZATIONAL POLICY. IMPLEMENTATION OF THE PROGRAM IS DESCRIBED IN THE AREAS OF STAFF AND STUDENT SELECTION, HAWAIIANA CLASSES, THE STUDENT LOGBOOK USED, CHAPERONES, ITINERARIES, AND FINANCING. INCLUDED IN THE EVALUATION OF THE PROGRAM ARE RECOMMENDATIONS FOR FUTURE EXCHANGE PROGRAMS AND MAJOR RESULTS OF THE PROGRAM. ALSO INCLUDED ARE COPIES OF THE FINANCIAL REPORT, THE PROGRAM PROPOSAL, THE PRE- AND POST-TESTS, AND A COMPLETED STUDENT LOGBOOK. (PS)

248

ACCESSION NUMBER: ED058999

PUBLICATION DATE: 69

TITLE: INDIANS OF OREGON: A BIBLIOGRAPHY OF MATERIALS IN THE OREGON STATE LIBRARY.

PERSONAL AUTHOR: HEWLETT, LEROY, ED.

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; *BIBLIOGRAPHIES; *CULTURAL BACKGROUND; GOVERNMENT ROLE; HISTORY; *LIBRARY COLLECTIONS; MYTHOLOGY; *REFERENCE MATERIALS

IDENTIFIER: NORTHWEST

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 131P.

OVER 1300 PUBLICATIONS ARE CITED IN THIS BIBLIOGRAPHY ON THE AMERICAN INDIANS OF OREGON. THE CITATIONS REPRESENT THE OREGON STATE LIBRARY COLLECTION OF MATERIALS ON INDIANS OF THE PACIFIC NORTHWEST. ALTHOUGH THE EMPHASIS IS ON INDIANS OF OREGON, MATERIALS ABOUT THE INDIANS OF CALIFORNIA, IDAHO, MONTANA, WASHINGTON, AND BRITISH COLUMBIA ARE CITED IF INFORMATION PERTINENT TO THE INDIANS OF OREGON IS ALSO REPRESENTED. CITATIONS OF VARIOUS TYPES OF MATERIALS (BOOKS, PERIODICAL ARTICLES, PAMPHLETS, GOVERNMENT PUBLICATIONS, AND SOME NEWSPAPER ARTICLES) PUBLISHED IN THE 19TH AND 20TH CENTURIES ARE INCLUDED. SOME OF THE DOCUMENTS PUBLISHED IN THE 19TH CENTURY "ARE VALUABLE AS PRIMARY SOURCE MATERIAL, AS ARE SOME OF THE DIARIES AND MANUSCRIPT MATERIALS" REPRINTED IN THE "OREGON HISTORICAL QUARTERLY." THE BIBLIOGRAPHY WAS PREPARED AS "A COMPREHENSIVE, UP-TO-DATE RESEARCH TOOL TO AID RESEARCHERS AND STUDENTS IN THE SEARCH FOR REFERENCES ON THE INDIANS OF OREGON." (JH)

ACCESSION NUMBER: ED059000

PUBLICATION DATE: 70

TITLE: NATIVE AMERICANS: A BIBLIOGRAPHY FOR YOUNG PEOPLE. BIBLIOGRAPHIC SERIES #7.

PERSONAL AUTHOR: FUSON, ELGIE M., COMP.

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; CHILDRENS BOOKS; *CURRICULUM GUIDES; *FICTION; *LIBRARY COLLECTIONS; REFERENCE MATERIALS; TEXTBOOKS

IDENTIFIER: SACRAMENTO STATE COLLEGE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.

EARLY IN 1969, THE SACRAMENTO STATE COLLEGE LIBRARY BEGAN A SERIES OF BIBLIOGRAPHIES DESIGNED TO AID ITS PATRONS IN MAKING MORE EFFECTIVE USE OF EXISTING LIBRARY RESOURCES. THIS PUBLICATION, NUMBER 7 OF THAT SERIES DIRECTED SPECIFICALLY TO AREAS INVOLVED IN THE COLLEGE'S DEVELOPING ETHNIC STUDIES PROGRAMS, CITES MATERIALS PUBLISHED BETWEEN 1905 AND 1969 CONCERNING THE NATIVE AMERICAN. THE PUBLICATIONS CITED ARE AVAILABLE IN THE CURRICULUM LIBRARY AND THE YOUNG PEOPLE'S COLLECTION OF THE SACRAMENTO STATE COLLEGE LIBRARY. CALL NUMBERS ARE INDICATED, AS ARE BROAD GRADE LEVEL USAGES FOR THE FICTION AND NONFICTION BOOKS. A TOTAL OF 58 FICTION, 152 NONFICTION, 20 TEXTBOOKS, AND 45 CURRICULUM GUIDES IS INCLUDED. "THE CURRICULUM GUIDES AND TEXTBOOKS, WHILE USABLE FOR KINDERGARTEN THROUGH GRADE 8, WILL BE MOST HELPFUL WITH THE INTERMEDIATE GRADES." (LS)

250

ACCESSION NUMBER: ED059001

PUBLICATION DATE: AUG 71

TITLE: SOME INSTRUCTIONAL STRATEGIES FOR THE CROSS-CULTURAL CLASSROOM.

PERSONAL AUTHOR: KLEINFELD, J. S.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; AREA STUDIES; CROSS CULTURAL STUDIES; *CULTURAL FACTORS; *ESKIMOS; QUESTIONNAIRES; RURAL EDUCATION; *STUDENT TEACHER RELATIONSHIP; *TEACHING TECHNIQUES

IDENTIFIER: ALASKA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.

BASED ON QUESTIONNAIRE DATA SHOWING OF 64% (114 RESPONDENTS) RETURN FROM ALL TEACHERS IN SMALL VILLAGE SCHOOLS OPERATED BY THE STATE OF ALASKA AND THE BUREAU OF INDIAN AFFAIRS, THIS PAPER DESCRIBES INSTRUCTIONAL STRATEGIES FOR NEW TEACHERS ENTERING THE ALASKAN CROSS-CULTURAL COMMUNITY CLASSROOM. THE PAPER ALSO SUGGESTS HOW THE INSTRUCTIONAL METHODS HARMONIZE WITH VILLAGE STUDENTS' LEARNING STYLES IN REGARD TO (1) PERSONALISM (EXPERIMENT WITH WAYS TO HARMONIZE PERSONAL TEACHING STYLE WITH STUDENTS' LEARNING STYLES), (2) COMPETITIVENESS (DEVISE TEACHING METHODS TO COPE WITH PASSIVE STUDENTS), (3) JOKING (USE THIS NATIVE METHOD OF CORRECTION IN A TWO-SIDED MANNER), (4) PROJECT-REWARD WORK RHYTHM (ASSIGN CONCENTRATED WORK FOLLOWED BY MATERIAL REWARDS AND RELAXATION), (5) OBSERVATIONAL LEARNING (USE IMAGE-BASED INSTRUCTION), (6) VILLAGE-BASED ANCHORING IDEAS (RELATE INSTRUCTIONAL MATERIAL TO STUDENTS' VILLAGE EXPERIENCES), AND (7) PARENTAL INVOLVEMENT (INFORM PARENTS AS TO THE SCHOOL'S WHY'S AND HOW'S). THE APPENDIX SHOWS A COPY OF THE QUESTIONNAIRE SENT AT THE END OF THE 1969-70 SCHOOL YEAR. (MJB)

ACCESSION NUMBER: ED059003

PUBLICATION DATE: JUN 71

TITLE: MANPOWER SERVICES TO ARIZONA INDIANS, 1970. EIGHTEENTH ANNUAL REPORT. RESEARCH AND INFORMATION SERIES NO. OPR-2-71

DESCRIPTOR: AGENCY ROLE; *AMERICAN INDIANS; *ANNUAL REPORTS; ECONOMIC DEVELOPMENT; *EMPLOYMENT SERVICES; *HUMAN RESOURCES; JOB PLACEMENT; *MANPOWER DEVELOPMENT; SOCIOECONOMIC STATUS; STATE AGENCIES

IDENTIFIER: ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 37P.

THE ARIZONA STATE EMPLOYMENT SERVICE (ASES) PROVIDES EMPLOYMENT AND MANPOWER SERVICES TO ARIZONA'S AMERICAN INDIAN LABOR FORCE. FUNCTIONS OF THE ASES INCLUDE THE STANDARD SERVICES OF PLACEMENT, TESTING VOCATIONAL GUIDANCE, AND MANPOWER INFORMATION DISSEMINATION, WHICH RESULTED IN THE PLACEMENT OF INDIANS ON 19,595 JOBS IN 1970. THE ASES HAS INSTITUTED SPECIALIZED SERVICES AND FACILITIES DIRECTLY AIMED AT MEETING SPECIFIC EMPLOYMENT PROBLEMS OF INDIANS (E.G., INDIAN BRANCH OFFICES, JOB DEVELOPMENT PROGRAMS, AND MANPOWER RESOURCES DEVELOPMENT PROGRAMS). SERVICES PROVIDED BY ASES AND OTHER AGENCIES TO ARIZONA INDIANS SEEKING EMPLOYMENT AND TRAINING ARE DESCRIBED IN THIS ANNUAL REPORT; INFORMATION IS ALSO PRESENTED ON POPULATION, EMPLOYMENT, AND ECONOMIC DEVELOPMENT ON RESERVATIONS. RELATED DOCUMENTS ARE ED 033 798, ED 043 403, AND ED 043 419. (JH)

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ACCESSION NUMBER: ED059004

PUBLICATION DATE: 64

TITLE: THE UTE PEOPLE: A BIBLIOGRAPHICAL CHECKLIST. INDIAN AFFAIRS #3.

PERSONAL AUTHOR: TYLER, S. LYMAN

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; CULTURAL EDUCATION; GOVERNMENT PUBLICATIONS; *HISTORY; *MEXICAN AMERICAN HISTORY; NEWSPAPERS; PERIODICALS; *SPANISH AMERICANS

IDENTIFIER: *UTES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 125P.

MATERIALS PERTINENT TO RESEARCH ON THE HISTORY OF THE UTE INDIANS AND THEIR "LINGUISTIC RELATIVES" ARE CITED IN THIS 1964 BIBLIOGRAPHICAL CHECKLIST. AS NOTED, GEOGRAPHICAL AREAS OCCUPIED OR FREQUENTED BY THE UTE PEOPLES INCLUDE AREAS WHICH ARE NOW WESTERN COLORADO, NORTHERN NEW MEXICO, MOST OF UTAH, AND NORTHERN ARIZONA. DOCUMENTATION FOR THE HISTORIAN OR ETHNO-HISTORIAN BEGINS IN THE RECORDS OF THE SPANISH PROVINCE OF NEW MEXICO SHORTLY AFTER 1600--NOT WITH THE COMING OF THE ANGLO AMERICANS SOME 200 YEARS LATER--AND THE BIBLIOGRAPHY TENDS TO BE MORE COMPLETE FOR THE PERIOD PRIOR TO 1952. THE CITATIONS ARE CATEGORIZED BY THE FOLLOWING DOCUMENT TYPES: BIBLIOGRAPHIES AND GUIDES, MANUSCRIPT MATERIAL FROM THE SPANISH AND MEXICAN PERIODS, MISCELLANEOUS MANUSCRIPTS, U.S. GOVERNMENT DOCUMENTS, UTAH TERRITORIAL DOCUMENTS, SOME CONTEMPORARY NEWSPAPERS, SOME CONTEMPORARY PERIODICALS, AND OTHER PUBLISHED WORKS. (PS)

ACCESSION NUMBER: ED059005

PUBLICATION DATE: 72

TITLE: LOCAL CONTROL OVER FORMAL EDUCATION IN TWO AMERICAN-INDIAN COMMUNITIES: A PRELIMINARY STEP TOWARD CULTURAL SURVIVAL.

PERSONAL AUTHOR: WEINMAN, JANICE J.

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; CULTURAL FACTORS; *EDUCATIONAL DEVELOPMENT; EDUCATIONAL RESEARCH; GOVERNMENTAL STRUCTURE; LEADERSHIP QUALITIES; POLICY FORMATION; RELIGIOUS FACTORS; *SCHOOL DISTRICT AUTONOMY; *SOCIAL ATTITUDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 14P.; PAPER FOR PRESENTATION AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING TO BE HELD IN CHICAGO, APRIL 5, 1972

THE POSSIBLE CAUSES UNDERLYING THE DIFFERENTIAL RESPONSE TO LOCAL CONTROL OVER EDUCATION IN THE AMERICAN INDIAN COMMUNITIES OF SAN JUAN AND SANTA CLARA, BOTH OF THE TEWA BRANCH OF THE PUEBLO TRIBE, ARE REPORTED IN THIS PAPER. RESULTS ARE DESCRIBED FOR THE 10-WEEK STUDY (SUMMER 1969) THAT CONSISTED OF OBSERVATIONS OF COMMUNITY REACTIONS TO PROPOSALS FOR CHANGED CONDITIONS AND IN-DEPTH INTERVIEWS WITH THE COMMUNITY POLITICAL AND EDUCATIONAL LEADERS. ACCORDING TO THE PAPER, SANTA CLARA HAS PROGRESSED MUCH FURTHER TOWARD CONTROLLING ITS SCHOOLS THAN SAN JUAN. IT IS NOTED THAT THE PRIMARY FACTOR PROBABLY RESPONSIBLE FOR THE DIFFERENCE IN DEGREE OF RECEPTIVITY TO LOCAL CONTROL OVER FORMAL EDUCATION BETWEEN THE 2 COMMUNITIES IS THAT SAN JUAN HAS MAINTAINED A THEOCRATIC GOVERNMENT WHILE SANTA CLARA HAS INSTITUTED A POLITICAL SYSTEM IN WHICH SECULAR AND RELIGIOUS ROLES ARE SEPARATE. OTHER MAJOR FACTORS INCLUDE (1) A COMMUNICATION GAP BETWEEN SAN JUAN'S TRADITIONAL GOVERNING BODY AND THE MORE PROGRESSIVE CITIZENRY, (2) THE ABSENCE OF CONSOLIDATED LEADERSHIP AMONG THE GENERAL CITIZENRY IN SAN JUAN TO GENERATE CONSENSUS OVER MAJOR ISSUES, AND (3) THE ALLOCATION OF FINAL DECISIONS TO THOSE SAN JUAN COMMUNITY LEADERS WHO ARE LEAST AWARE OF MODERN DEMANDS. CONCLUSIONS CONCERNING THE INDIAN ROLE IN FORMAL EDUCATION ARE PRESENTED. (PS)

ACCESSION NUMBER: ED059766

PUBLICATION DATE: NOV 71

TITLE: ASSUMPTIONS FOR BILINGUAL INSTRUCTION IN THE PRIMARY GRADES OF NAVAJO SCHOOLS.

PERSONAL AUTHOR: WILSON, ROBERT D.

DESCRIPTOR: ABILITY; ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *BILINGUAL EDUCATION; CULTURAL DIFFERENCES; CULTURAL PLURALISM; CURRICULUM DESIGN; *HYPOTHESIS TESTING; LEARNING ACTIVITIES; PERSONALITY CHANGE; *PRIMARY GRADES; STUDENT DEVELOPMENT; STUDENT PARTICIPATION; STUDENT TEACHER RATIO; *TEACHING TECHNIQUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 38P.; PAPER PRESENTED AT CONFERENCE ON CHILD LANGUAGE (CHICAGO, NOVEMBER 22-24, 1971)

A REVIEW OF SOME ASSUMPTIONS MADE IN THE DEVELOPMENT AND IMPLEMENTATION OF A BILINGUAL-BICULTURAL CURRICULUM FOR NAVAJO STUDENTS IN THE EARLY PRIMARY GRADES IS PRESENTED. THE CURRICULUM SET OUT TO DEVELOP AND EXPAND THE STUDENTS' ABILITIES FOR LEARNING, TEACHING THEM HOW TO LEARN, SO THEY COULD COPE WITH CHANGE. IT SET OUT TO SENSITIZE THEM TO THE TWO CULTURES, SO THAT THEY COULD COPE WITH BOTH; IT ALSO SET OUT TO STRUCTURE WHAT THE TEACHERS TAUGHT AND TO GENERALIZE HOW THEY TAUGHT, SO THAT THE STUDENTS COULD COPE WITH THE SCHOOL SITUATION. THE BASIC HEURISTIC OF THE CURRICULUM IS TO FIND THE INHERENT AND MAKE THEM PERVASIVE LIKE GROWING VEINS IN THE ORGANISM. IT IS WHAT THE CURRICULUM CONSIDERS INHERENT AND WHAT THE CURRICULUM HAS DONE WITH THE INHERENT THAT WILL CHARACTERIZE THE ASSUMPTIONS REVIEWED IN THIS PAPER. THESE ASSUMPTIONS INCLUDE: (1) RANDOMIZATION OF PUPIL PARTICIPATION ASSURES INDIVIDUAL ATTENTION FOR ALL MEMBERS OF THE CLASS; (2) TEACHING TECHNIQUE AFFECTS LEARNING ABILITY; AND (3) TEACHER-STUDENT RATIO AFFECT LEARNING PROGRESS. (AUTHOR/CK)

ACCESSION NUMBER: ED059798

PUBLICATION DATE: 1 JUN 71

TITLE: COYOTE AND THE COLVILLE.

PERSONAL AUTHOR: ANDRIST, JOHN E., ED.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; FOOD; *HISTORY; ILLUSTRATIONS; *LEGENDS; MAPS; MIGRATION; NATURAL RESOURCES; RESERVATIONS (INDIAN); *SOCIAL BACKGROUND; TRIBES

IDENTIFIER: COLVILLE INDIAN RESERVATION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 75P.

THE PURPOSE OF THIS BOOK IS TO RECORD FOR THE AMERICAN INDIAN CHILDREN OF THE COLVILLE INDIAN RESERVATION (CENTRAL WASHINGTON) SOME OF THEIR BACKGROUND. THE FIRST PART OF THE BOOK CONTAINS INFORMATION ABOUT THE HISTORY AND CULTURE OF THE AREA AND PROVIDES GENERAL FACTS ABOUT THE RESERVATION, TRIBAL GOVERNMENT, CONDITIONS BEFORE THE "WHITE MAN" CAME, INDIAN POWER (THE ABILITY TO PERFORM SUPERNATURAL FEATS), AND THE PROCUREMENT OF FOOD. THE SECOND SECTION OF THE BOOK CONTAINS 10 LEGENDS TOLD BY INDIAN PEOPLE OF THE AREA. ALSO INCLUDED IS A 24-ITEM BIBLIOGRAPHY. (PS)

AVAILABILITY: ST. MARY'S MISSION, OMAK, WASHINGTON 98841 ($0.10, AVAILABLE ONLY TO SCHOOLS FOR EDUCATIONAL USE)

ACCESSION NUMBER: ED059804

PUBLICATION DATE: AUG 71

TITLE: A COMPUTER ASSISTED STUDY OF THE VOCABULARY OF SIX-YEAR-OLD NAVAJO CHILDREN. NAVAJO READING STUDY PROGRESS REPORT NO. 9.

PERSONAL AUTHOR: SPOLSKY, BERNARD; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CHILD LANGUAGE; *COMPUTATIONAL LINGUISTICS; GRAPHEMES; *LANGUAGE RESEARCH; *NAVAHO; PROGRAM DESCRIPTIONS; SENTENCE STRUCTURE; WORD FREQUENCY; WORD LISTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 66P.

IN KEEPING WITH THE OBJECTIVE OF THE NAVAJO READING STUDY, TO INVESTIGATE THE FEASIBILITY AND EFFECT OF TEACHING NAVAJO CHILDREN TO READ THEIR OWN LANGUAGE FIRST, IT WAS DECIDED THAT MORE NEEDS TO BE KNOWN ABOUT NAVAJO CHILDREN AND THE LANGUAGE THEY KNOW. THUS, BETWEEN OCTOBER 1969 AND JUNE 1970, 22 ADULT NAVAJO INTERVIEWERS RECORDED FREE CONVERSATIONS WITH OVER 200 6-YEAR-OLD NAVAJO CHILDREN AT 10 LOCATIONS ON THE NAVAJO RESERVATION. INTERVIEWS WERE TRANSCRIBED, IN NORMALIZED ORTHOGRAPHY, BY ONE TRANSCRIBER AND KEY-PUNCHED FOR COMPUTER PROCESSING. FROM THE TOTAL OF 11,128 SENTENCES PROCESSED, THE COMPLETE SAMPLE OF 52,008 WORDS (TOKENS) REPRESENTED 8,775 DIFFERENT WORDS (TYPES). OUTPUT OF THE PROCESSING INCLUDED (1) A NUMBER OF STATISTICAL MEASURES, (2) COMPLETE CONCORDANCE GIVING SENTENCE CONTEXT, (3) A LIST OF ALL THE WORDS IN ALPHABETICAL ORDER GIVING FREQUENCY AND RANGE, (4) A LIST OF ALL THE WORDS IN ALPHABETICAL ORDER FROM THE END OF THE WORD, (5) A FREQUENCY LISTING, AND (6) A NUMBER OF LISTS ACCORDING TO VARIOUS SPELLING PATTERNS. A CONCORDANCE GIVING ENGLISH LOAN WORDS IN THE SAMPLE IN THE CONTEXT OF THE SENTENCE IN WHICH THEY OCCURRED WAS ALSO PRODUCED. IT SHOULD BE NOTED THAT WORD LISTS RESULTING FROM THE STUDY WILL BE USED AS A FILTER IN PREPARING READING MATERIAL FOR 6-YEAR-OLD NAVAJO CHILDREN. THE BODY OF THE REPORT PROVIDES A DESCRIPTION OF THE STUDY; THE APPENDIX INCLUDES TRANSLATED EXTRACTS OF THE INTERVIEWS AND SAMPLES OF PROGRAM OUTPUT. RELATED DOCUMENTS ARE ED 035 484, ED 043 004, ED 043 005, ED 043 413, AND ED 048 584. (NQ)

ACCESSION NUMBER: ED059805

PUBLICATION DATE: AUG 71

TITLE: A SPOKEN WORD COUNT OF SIX-YEAR-OLD NAVAJO CHILDREN, WITH SUPPLEMENT--COMPLETE WORD LIST. NAVAJO READING STUDY PROGRESS REPORT NO. 10.

PERSONAL AUTHOR: SPOLSKY, BERNARD; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; GRAPHEMES; *LANGUAGE RESEARCH; LINGUISTICS; *NAVAHO; SENTENCE STRUCTURE; STRUCTURAL ANALYSIS; VOCABULARY DEVELOPMENT; *WORD FREQUENCY; *WORD LISTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 212P.

AS PART OF A STUDY OF THE FEASIBILITY AND EFFECT OF TEACHING NAVAJO CHILDREN TO READ THEIR OWN LANGUAGE FIRST, A WORD COUNT COLLECTED BY 22 NAVAJO ADULTS INTERVIEWING OVER 200 NAVAJO 6-YEAR-OLDS WAS UNDERTAKEN. THIS REPORT DISCUSSES THE WORD COUNT AND THE INTERVIEW TEXTS IN TERMS OF (1) NUMBER OF SENTENCES, (2) NUMBER OF WORDS, (3) NUMBER OF TOKENS, (4) TYPE-TOKEN RATIOS, AND (5) WORD-LENGTH. A FREQUENCY LIST GIVES ALL WORDS USED BY AT LEAST 2 CHILDREN. THE WORDS, MOSTLY NAVAHO, ARE GROUPED IN ORDER OF FREQUENCY AND IN ALPHABETICAL ORDER WITHIN EACH FREQUENCY. A SUPPLEMENT LISTS, ALPHABETICALLY, ALL WORDS FROM THE INTERVIEW TEXTS (WHETHER USED BY CHILDREN OR ADULTS). FREQUENCY AND RANGE DATA FOR ADULTS AND CHILDREN ARE GIVEN SEPARATELY AND IN TOTAL FOR EACH WORD. RELATED DOCUMENTS ARE ED 035 484, ED 043 004, ED 043 005, ED 043 413, AND ED 048 584. (NQ)

ACCESSION NUMBER: ED059806

PUBLICATION DATE: AUG 71

TITLE: GRAPHEME AND UNIT FREQUENCIES IN NAVAJO. NAVAJO READING STUDY PROGRESS REPORT NO. 12.

PERSONAL AUTHOR: HOLM, WAYNE

DESCRIPTOR: AGE DIFFERENCES; *AMERICAN INDIANS; CONSONANTS; *GRAPHEMES; *LANGUAGE PATTERNS; LETTERS (ALPHABET); *NAVAHO; STRUCTURAL ANALYSIS; *TABLES (DATA); VOWELS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 58P.

AS PART OF A STUDY OF THE FEASIBILITY AND EFFECT OF TEACHING NAVAJO CHILDREN TO READ THEIR OWN LANGUAGE FIRST, THE RESULTS OF ANALYSIS OF GRAPHEME AND UNIT FREQUENCIES NOTED IN THE SPEECH OF NAVAJO 6-YEAR-OLDS ARE PRESENTED IN THIS REPORT. MATERIAL GATHERED BY MEANS OF INTERVIEWS CONDUCTED BY 22 ADULT NAVAJOS WITH OVER 200 NAVAJO CHILDREN IS ANALYZED AND THE LINGUISTIC STRUCTURE IS COMPARED WITH THAT USED BY ADULT NAVAJOS. THE GRAPHEME AND UNIT FREQUENCIES ARE COMPUTED FOR CHILDREN AND ADULTS AND REPORTED SEPARATELY. GRAPHEMES, VOWEL UNITS, DIPTHONG UNITS, ABSOLUTE FREQUENCIES, AND RELATIVE FREQUENCIES ARE LISTED IN TABULAR FORM AND DESCRIBED. A 26-ITEM BIBLIOGRAPHY IS INCLUDED. RELATED DOCUMENTS ARE ED 035 484, ED 043 004, ED 043 005, ED 043 413, AND ED 048 584. (PS)

ACCESSION NUMBER: ED059807

PUBLICATION DATE: AUG 71

TITLE: NAVAJO LANGUAGE MAINTENANCE II: SIX-YEAR-OLDS IN 1970.

PERSONAL AUTHOR: SPOLSKY, BERNARD

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; *CHILDREN; *ENGLISH (SECOND LANGUAGE); *LANGUAGE PROFICIENCY; *NAVAHO; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

THE PURPOSE OF THIS STUDY WAS TO DETERMINE 6-YEAR-OLD NAVAJO CHILDREN'S RELATIVE PROFICIENCY IN NAVAHO AND ENGLISH UPON ENTERING SCHOOL. A FIRST STUDY ON THIS TOPIC WAS DONE IN 1969. IN THE PRESENT STUDY, DATA WERE OBTAINED FOR 3,653 OF THE 4,645 CHILDREN WHO WERE 6 YEARS OLD IN 1970. THIS STUDY USED A TEACHER QUESTIONNAIRE WHICH WAS CHECKED FOR RELIABILITY. TEACHERS HAVING NAVAJO CHILDREN IN OVER 100 BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS AND PUBLIC SCHOOLS ON OR NEAR THE NAVAJO RESERVATION WERE ASKED TO DESCRIBE THE LANGUAGE CAPABILITY OF THE 6-YEAR-OLD NAVAJO PUPILS. TO ESTIMATE THE VALIDITY OF TEACHERS' JUDGMENTS, 194 CHILDREN AT 18 SCHOOLS WERE FURTHER TESTED. RESULTS SHOWED THAT OVER 2/3 OF NAVAJO CHILDREN START SCHOOL NOT KNOWING ENOUGH ENGLISH TO FUNCTION IN A CLASSROOM USING ENGLISH. IN BIA SCHOOLS, THIS FIGURE IS 86%; IN PUBLIC SCHOOLS, IT IS 51%. COMPARISON OF 1970 RESULTS WITH 1969 RESULTS SHOWED A VERY SLIGHT INCREASE IN AMOUNT OF ENGLISH THAT NAVAJO CHILDREN KNOW UPON ENTERING SCHOOL. RELATED DOCUMENTS ARE ED 035 484, ED 043 004, ED 043 005, ED 043 413, AND ED 048 584. (NQ)

ACCESSION NUMBER: ED059808

PUBLICATION DATE: AUG 71

TITLE: NAVAJO LANGUAGE MAINTENANCE III: ACCESSIBILITY OF SCHOOL AND TOWN AS A FACTOR IN LANGUAGE SHIFT.

PERSONAL AUTHOR: SPOLSKY, BERNARD

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; CHILDREN; DIFFUSION; *ENGLISH (SECOND LANGUAGE); LANGUAGE RESEARCH; *LANGUAGE USAGE; *NAVAHO; RESERVATIONS (INDIAN); RURAL URBAN DIFFERENCES; *SCHOOL ROLE; SURVEYS; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 29P.

TWO CENTERS OF DIFFUSION OF THE ENGLISH LANGUAGE ARE (1) SCHOOLS ON THE NAVAJO RESERVATION AND (2) OFF-RESERVATION TOWNS; THESE DIFFUSION CENTERS WERE STUDIED TO EXAMINE FACTORS INVOLVED IN LANGUAGE SHIFT, ESPECIALLY IN TERMS OF INTERNAL (ON-RESERVATION) AND EXTERNAL (OFF-RESERVATION) CONTACTS WITH ENGLISH. TEACHERS IN SCHOOLS WITH NAVAJO PUPILS ON AND NEAR THE RESERVATION FILLED OUT QUESTIONNAIRES RATING LANGUAGE PROFICIENCY OF NAVAJO 6-YEAR-OLDS AT THE TIME SCHOOL STARTED IN 1969 AND 1970. THE CORRELATION OF EASE OF ACCESS TO A SCHOOL WITH LANGUAGE MAINTENANCE WAS EXAMINED IN TERMS OF 2 TYPES OF SCHOOLS: BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS AND PUBLIC SCHOOLS. FINDINGS REVEALED THAT 6-YEAR-OLDS COMING TO BIA SCHOOLS TEND TO BE SPEAKERS OF NAVAHO WHO KNOW A SMALL AMOUNT OF ENGLISH, WHILE 6-YEAR-OLDS COMING TO PUBLIC SCHOOLS ARE CLOSER TO BEING "BALANCED" BILINGUALS. A KEY FACTOR IN EXPLAINING THIS IS THE FACT THAT PUBLIC SCHOOL CHILDREN LIVE MUCH CLOSER TO SCHOOL, THE CENTER OF DIFFUSION. TO INVESTIGATE HOW EASE OF ACCESS TO AN OFF-RESERVATION TOWN INFLUENCES A COMMUNITY'S LANGUAGE MAINTENANCE, AN ACCESSIBILITY INDEX AND AN AVERAGE LANGUAGE SCORE FOR EACH SCHOOL WERE CALCULATED. IT WAS FOUND THAT THE NEARER A COMMUNITY IS TO AN OFF-RESERVATION TOWN, THE MORE CONTACT IT HAS WITH ENGLISH AND THE MORE LIKELY PARENTS ARE ABLE TO SPEAK SOME ENGLISH AT HOME. THE SURVEY ALSO LOOKED AT 2 SPECIFIC COMMUNITIES (ROCK POINT AND LUKACHUKAI, ARIZONA) IN TERMS OF LANGUAGE DIFFUSION. RELATED DOCUMENTS ARE ED 035 484, ED 043 004, ED 043 005, ED 043 413, AND ED 048 584. (NQ)

ACCESSION NUMBER: ED059809

PUBLICATION DATE: AUG 71

TITLE: PREPARING READING MATERIALS IN NAVAJO.

PERSONAL AUTHOR: ATCITTY, MARLENE; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; *CHILDREN; FICTION; LINGUISTICS; *MATERIAL DEVELOPMENT; MYTHOLOGY; *NAVAHO; PILOT PROJECTS; *READING MATERIALS; WORKBOOKS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 26P.

PILOT READING MATERIALS IN THE NAVAHO LANGUAGE HAVE BEEN PREPARED BY A STUDY GROUP OF 6 UNIVERSITY STUDENTS IN THE INTEREST OF TEACHING NAVAJO CHILDREN TO READ THEIR OWN LANGUAGE FIRST. THE 11 PRODUCTS DEVELOPED WERE BASED ON THE LANGUAGE-CONTROL APPROACH ALTHOUGH DRAWINGS WERE USED TO INITIATE A LANGUAGE-EXPERIENCE APPROACH. IN THE MATERIALS, A LOOSELY CONTROLLED SENTENCE APPROACH INITIATES THE READER WITH A RELATIVELY LONG SENTENCE AND THEREAFTER ASKS HIM TO CONTEND WITH A SINGLE WORD SUBSTITUTION IN THE SAME SENTENCE; ALSO UTILIZED IS THE TRADITIONAL ADDITIVE VOCABULARY TECHNIQUE. THIS REPORT CONTAINS A DISCUSSION OF THE PREPARATION PROCESS IN ADDITION TO 1- OR 2-PAGE DESCRIPTIONS OF THE PILOT MATERIALS. RELATED DOCUMENTS ARE ED 035 484, ED 043 004, ED 043 005, ED 043 413, AND ED 048 584. (NQ)

262

ACCESSION NUMBER: ED059810

PUBLICATION DATE: AUG 71

TITLE: ENGLISH LOAN WORDS IN THE SPEECH OF SIX-YEAR-OLD NAVAJO CHILDREN, WITH SUPPLEMENT-CONCORDANCE.

PERSONAL AUTHOR: HOLM, AGNES; AND OTHERS

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; *CHILD LANGUAGE; *CONCORDANCES; *ENGLISH (SECOND LANGUAGE); LANGUAGE RESEARCH; *NAVAHO; SEMANTICS; SPEECH; WORD FREQUENCY; WORD LISTS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 166P.

AS PART OF A STUDY OF THE FEASIBILITY AND EFFECT OF TEACHING NAVAJO CHILDREN TO READ THEIR OWN LANGUAGE FIRST, PRELIMINARY DATA ON ENGLISH LOAN WORDS IN THE SPEECH OF 6-YEAR-OLD NAVAJOS WERE GATHERED IN THIS STUDY OF THE LANGUAGE OF OVER 200 CHILDREN. TAPED INTERVIEWS WITH THESE CHILDREN WERE ANALYZED, AND A SPOKEN WORD COUNT OF ALL ENGLISH WORDS USED WAS PREPARED. THE DOCUMENT CONTAINS A DISCUSSION OF ENGLISH LOAN WORDS THAT THE CHILDREN USED AND THE LIGHT THESE WORDS CAST ON LINGUISTIC ACCULTURATION; AN APPENDIX LISTS THE ENGLISH LOAN WORDS ACCORDING TO SEMANTIC (SUBJECT MATTER/PART OF SPEECH) CLASSIFICATION; AND A 138-PAGE CONCORDANCE OF LOAN WORDS, PREPARED BY A COMPUTER PROGRAM, PROVIDES AN ALPHABETICAL LISTING OF ALL WORDS USED BY THE CHILDREN AND INTERVIEWERS AND THE SENTENCE CONTEXT IN WHICH THE WORDS OCCURRED. RELATED DOCUMENTS ARE ED 035 484, ED 043 004, ED 043 005, ED 043 413, AND ED 048 584. (NQ)

ACCESSION NUMBER: ED059811

PUBLICATION DATE: 71

TITLE: INDIANS OF TODAY. FOURTH EDITION.

PERSONAL AUTHOR: GRIDLEY, MARION E., ED.

DESCRIPTOR: ADULTS; *AMERICAN INDIANS; *BIOGRAPHIES; CULTURAL AWARENESS; *ESKIMOS; *LEADERSHIP; *PROFESSIONAL RECOGNITION

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 494P.

THE STATED POLICY OF THE AUTHOR OF THIS BOOK IS TO DESCRIBE AMERICAN INDIANS AND ESKIMOS IN TERMS OF PERSONAL ACCOMPLISHMENT RATHER THAN IN THE PERSPECTIVE OF NATIONAL PROMINENCE. SHORT BIOGRAPHIES OF NATIVE AMERICAN LEADERS IN MANY FIELDS ARE PRESENTED; A PHOTOGRAPH OF MOST LEADERS ACCOMPANIES A NARRATIVE SECTION DESCRIBING THE LEADER'S ACCOMPLISHMENTS AND A LISTING OF PERTINENT PERSONAL INFORMATION (BIRTHPLACE, EDUCATION, HONORS, ORGANIZATIONS, ETC.). AN INDEX OF BIOGRAPHIES IS INCLUDED. (PS)

AVAILABILITY: INDIAN COUNCIL FIRE PUBLICATIONS, 1263 W. PRATT BOULEVARD, CHICAGO, ILLINOIS 60626 ($6.95)

264

ACCESSION NUMBER: ED059812

PUBLICATION DATE: 65

TITLE: STUDY PAPER ON INDIAN TRIBAL OFFICERS.

PERSONAL AUTHOR: DUCHENEAUX, FRANKLIN D.

DESCRIPTOR: *ADMINISTRATIVE ORGANIZATION; *AMERICAN INDIANS; COMMITTEES; *GOVERNMENTAL STRUCTURE; *LEADERSHIP RESPONSIBILITY; POLICY; POLITICAL POWER; *TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 30P.

A "SHORT ORIENTATION TO NEW OFFICERS" IN AMERICAN INDIAN TRIBAL GOVERNMENTS IS PROVIDED IN THIS PAPER TO BETTER PREPARE TRIBAL LEADERS TO EXPLORE FURTHER THE RESPONSIBILITIES OF THEIR POSITIONS. ORIGINS OF THE POWERS POSSESSED BY TRIBAL GOVERNMENTS ARE REVIEWED. IN ADDITION, TRIBAL GOVERNMENT IS CONSIDERED SEPARATELY BY FUNCTION AS A POLITICAL ORGANIZATION, A CORPORATE ORGANIZATION, AND A BUSINESS ORGANIZATION. THE DUTIES, RESPONSIBILITIES, AND PRIVILEGES OF TRIBAL OFFICIALS ARE DISCUSSED IN TERMS OF THE OFFICE AND THE GOVERNMENTAL FUNCTION. (JH)

ACCESSION NUMBER: ED059813

PUBLICATION DATE: 70

TITLE: THE SPOKANE INDIANS; CHILDREN OF THE SUN.

PERSONAL AUTHOR: RUBY, ROBERT H.; BROWN, JOHN A.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; ECONOMIC FACTORS; EDUCATION; *GOVERNMENT ROLE; HEALTH SERVICES; *HISTORY; ILLUSTRATIONS; MAPS; NATURAL RESOURCES; RELIGION; RESERVATIONS (INDIAN); *SOCIAL INFLUENCES; TRIBES

IDENTIFIER: *SPOKANES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 346P.

THE HISTORY OF THE SPOKANE INDIAN TRIBE IS DESCRIBED IN TERMS OF CULTURAL CHANGE, MILITARY RESISTANCE, AND ECONOMIC FACTORS. THE LEGENDARY VIEW OF THE EARLY SPOKANE PEOPLE IS REVIEWED, AND THE HISTORY OF THE TRIBE IS FOLLOWED THROUGH THE ERA OF THE FUR TRADERS; THE RELOCATION ON RESERVATIONS; MILITARY CAMPAIGNS; AND THE MORE RECENT ATTEMPTS AT ACCULTURATION. NEGOTIATIONS AND TREATIES BETWEEN THE SPOKANES AND THE U.S. GOVERNMENT ARE REPORTED. A BIBLIOGRAPHY IS INCLUDED. (PS)

AVAILABILITY: UNIVERSITY OF OKLAHOMA PRESS, 1005 ASP AVE., NORMAN, OKLAHOMA 73069 ($8.95)

ACCESSION NUMBER: ED059815

PUBLICATION DATE: 70

TITLE: INDIAN BIBLIOGRAPHY OF BIA INSTRUCTIONAL SERVICE CENTER: FIRST EDITION, 1970 (WITH ADDENDUM) .

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *LIBRARY COLLECTIONS; *RESOURCE MATERIALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 48P.

MORE THAN 600 DOCUMENTS PUBLISHED BETWEEN 1893 AND 1970 ARE CITED IN THIS BIBLIOGRAPHY ON AMERICAN INDIANS. THE BIBLIOGRAPHY CONTAINS THAT PORTION OF THE BUREAU OF INDIAN AFFAIRS (BIA) LIBRARY COLLECTION THAT IS WRITTEN ABOUT, FOR, AND BY AMERICAN INDIANS. MANY OF THE CITATIONS INCLUDE ANNOTATIONS. ALL PUBLICATIONS LISTED ARE AVAILABLE FOR CIRCULATION TO BIA EMPLOYEES, INDIANS, AND THOSE INTERESTED IN INDIANS AND INDIAN AFFAIRS. SUPPLEMENTS TO THIS BIBLIOGRAPHY ARE PLANNED AS THE COLLECTION EXPANDS. (JH)

ACCESSION NUMBER: ED059816

PUBLICATION DATE: 68

TITLE: PIMA INDIAN LEGENDS.

PERSONAL AUTHOR: SHAW, ANNA MOORE

DESCRIPTOR: *AMERICAN INDIANS; *CHILDREN; *CULTURAL FACTORS; *EDUCATION; FAMILY LIFE; INSTRUCTIONAL MATERIALS; *LEGENDS; LITERATURE; TRIBES

IDENTIFIER: *PIMAS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 111P.

THE STATED PURPOSE OF THIS BOOK IS TO PRESERVE IN WRITING SOME OF THE PIMA INDIAN LEGENDS THAT HAD BEEN VERBALLY PASSED FROM GENERATION TO GENERATION IN THE PAST. THIS COLLECTION OF 23 LEGENDS, WHICH WERE ORIGINALLY USED TO INSTRUCT THE YOUNG PEOPLE OF THE TRIBE, PRESENTS IN STORY FORM VARIOUS ASPECTS OF AMERICAN INDIAN LIFE--INCLUDING EXPLANATIONS OF NATURE, FAMILY LIFE, TRADITIONS, AND CULTURAL HERITAGE. IT IS NOTED THAT, ALTHOUGH THE LEGENDS WERE RECOUNTED ORIGINALLY IN THE PIMAN TONGUE, THEY HAVE BEEN MODIFIED AS THE CULTURAL TRADITIONS OF THOSE WHO LEARNED THEM HAVE CHANGED; THUS, AS THE LEGENDS STARTED TO BE TOLD IN ENGLISH, WHOLE ELEMENTS NO LONGER APPROPRIATE WERE EITHER REWORDED OR DROPPED. (PS)

AVAILABILITY: THE UNIVERSITY OF ARIZONA PRESS, BOX 3398, COLLEGE STATION, TUCSON, ARIZONA 85700 ($2.50)

ACCESSION NUMBER: ED059817

PUBLICATION DATE: 54

TITLE: THE EAGLE, THE JAGUAR, AND THE SERPENT. INDIAN ART OF THE AMERICAS; NORTH AMERICA: ALASKA, CANADA, THE UNITED STATES.

PERSONAL AUTHOR: COVARRUBIAS, MIGUEL

DESCRIPTOR: *AMERICAN INDIANS; ARCHITECTURE; *ART; *ESKIMOS; HANDICRAFTS; *HISTORY; ILLUSTRATIONS; PAINTING; PHOTOGRAPHS; *RESOURCE MATERIALS; SCULPTURE; WOODWORKING

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 314P.

THE ORIGINS OF NATIVE AMERICANS ARE TRACED THROUGH ART FORMS IN THIS HISTORY OF AMERICAN ART. THE BASIC TIME PERIODS FOR THIS HISTORY ARE DETERMINED AND DEFINED AS THE FORMATIVE HORIZON, THE CLASSIC HORIZON, AND THE HISTORICAL HORIZON. ART FORMS USED THROUGHOUT THESE TIME PERIODS ARE DESCRIBED IN TERMS OF TECHNIQUE AND AESTHETICS. THE ARTS AND CRAFTS INCLUDE BASKETRY, PAPERMAKING, TEXTILE-WEAVING, FEATHER MOSAIC, PORCUPINE-QUILL EMBROIDERY, BEADWORK, SCULPTURE, STONEWORK, JADE WORK, WOODCARVING, POTTERY-MAKING, CLAY-MODELING, PAINTING, AND LACQUER WORK. THE ART OF NORTH AMERICAN NATIVES IS DESCRIBED BY GEOGRAPHICAL AREA: THE ARCTIC, THE NORTHWEST, THE FAR WEST, THE SOUTHWEST, AND THE EASTERN WOODLANDS. A BIBLIOGRAPHY IS INCLUDED. (PS)

AVAILABILITY: ALFRED A. KNOPF, INC., 201 E. 50TH ST., NEW YORK, NEW YORK 10022 ($20.00)

ACCESSION NUMBER: ED059819

PUBLICATION DATE: 69

TITLE: ANNOTATED BIBLIOGRAPHY ON INDIAN EDUCATION.

PERSONAL AUTHOR: GREEN, VICKI

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; ANTHROPOLOGY; *CULTURAL DIFFERENCES; CURRICULUM; *EDUCATIONAL BACKGROUND; FILMS; HISTORY; PUBLICATIONS; *RESOURCE MATERIALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 35P.

WITH EMPHASIS ON CANADIAN INDIANS, APPROXIMATELY 180 ARTICLES, BOOKS, RESEARCH DOCUMENTS, FILMS, NEWSPAPERS, AND PERIODICALS ARE CITED IN THIS BIBLIOGRAPHY OF RESOURCE MATERIALS FOR TEACHERS OF AMERICAN INDIAN CHILDREN. THE 4 MAJOR CATEGORIES REPRESENTED BY THE MATERIALS ARE INDIAN EDUCATION (BACKGROUND), CULTURAL DIFFERENCES, HISTORY AND ANTHROPOLOGY, AND CURRICULUM. THE CITATIONS, MOST WITH AVAILABILITY STATEMENTS ARE FOLLOWED BY ANNOTATIONS AND ARE CODED BY SUBJECT AREA. THE CODING SYSTEM CONSISTS OF 11 SUBJECT-AREA CATEGORIES WITH SOME SUBDIVISION OF CATEGORIES. THE PURPOSE OF THE BIBLIOGRAPHY IS TO MAKE TEACHERS MORE AWARE OF RESOURCE MATERIALS AVAILABLE TO THEM. THE RESOURCES CITED WERE PUBLISHED BETWEEN 1873 AND 1969. (JH)

ACCESSION NUMBER: ED059820

PUBLICATION DATE: 72

TITLE: CURRENT NORTH AMERICAN INDIAN PERIODICALS.

PERSONAL AUTHOR: BLEW, CAROL VAN ANTWERP HOLLIDAY; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BIBLIOGRAPHIES; CULTURAL EVENTS; CURRENT EVENTS; LITERATURE; *NEWSLETTERS; *NEWSPAPERS; *PERIODICALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.

APPROXIMATELY 150 NEWSLETTERS, NEWSPAPERS, AND OTHER PERIODICALS ARE CITED IN THIS BIBLIOGRAPHY OF CURRENT SOURCES OF INFORMATION ABOUT OR DIRECTED TOWARD NORTH AMERICAN INDIANS. ONE-SENTENCE DESCRIPTIONS OF CONTENT, ORDERING INFORMATION, AND FREQUENCY OF PUBLICATION ARE PROVIDED. THE MAJORITY OF THE PERIODICALS CITED EMPHASIZE CURRENT EVENTS OF INTEREST TO AMERICAN INDIANS OR AMERICAN INDIAN LITERATURE BY NATIVE CONTRIBUTORS. (JH)

ACCESSION NUMBER: ED059823

PUBLICATION DATE: 71

TITLE: ARIZONA INDIAN DEMOGRAPHIC DATA: NEEDS AND RECOMMENDATIONS.

PERSONAL AUTHOR: TAYLOR, BENJAMIN J.; HELMKAMP, JOHN

DESCRIPTOR: *AMERICAN INDIANS; *DEMOGRAPHY; HUMAN RESOURCES; NEEDS; POPULATION DISTRIBUTION; *RESEARCH METHODOLOGY; *RESERVATIONS (INDIAN); *SAMPLING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 105P.

INCLUDED IN THIS REPORT ON ARIZONA INDIAN DEMOGRAPHIC DATA ARE "AN EVALUATION OF SEVERAL RECENT STUDIES OF INDIAN POPULATIONS" AND "AN EXTENSIVE ANALYSIS OF METHODS FOR OBTAINING AND MAINTAINING ACCURATE DATA IN THE FUTURE." RECOMMENDED METHODS BY WHICH ACCURATE POPULATION DATA FOR THE SMALLER RESERVATIONS SHOULD BE MAINTAINED ARE INCLUDED IN THE FIRST PORTION OF THE REPORT, WHILE 4 SAMPLING TECHNIQUES (SIMPLE RANDOM SAMPLING, STRATIFIED SIMPLE RANDOM SAMPLING, SINGLE-STAGE CLUSTER SAMPLING, AND SYSTEMATIC SAMPLING) FOR USE ON THE LARGER RESERVATIONS ARE EVALUATED AND DETAILED IN THE SECOND PART OF THIS PAPER. THE APPENDICES PROVIDE A SAMPLE QUESTIONNAIRE FOR INDIAN DEMOGRAPHIC STUDIES, A DELINEATION OF NOTATION AND FORMULAS USED FOR SAMPLE SURVEY DESIGNS, AND SIMULATED SAMPLING RESULTS. (LS)

ACCESSION NUMBER: ED059831

PUBLICATION DATE: JAN 72

TITLE: INSTRUCTIONAL STYLE AND THE INTELLECTUAL PERFORMANCE OF INDIAN AND ESKIMO STUDENTS. FINAL REPORT.

PERSONAL AUTHOR: KLEINFELD, JUDITH

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *CLASSROOM ENVIRONMENT; *CROSS CULTURAL STUDIES; CULTURE CONTACT; EDUCATIONAL METHODS; *ESKIMOS; *HIGH SCHOOL STUDENTS; INTELLIGENCE TESTS; NONVERBAL COMMUNICATION; PROFESSIONAL TRAINING; SCHOOL INTEGRATION; TABLES (DATA); TEACHER SELECTION; VERBAL ABILITY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 65P.

THREE 1970-71 STUDIES CONCERNING THE STYLES OF INSTRUCTION THAT LEAD TO HIGHER INTELLECTUAL PERFORMANCE AMONG VILLAGE AMERICAN INDIAN AND ESKIMO HIGH SCHOOL STUDENTS ARE PRESENTED IN THIS FINAL REPORT OF OBSERVATIONS OF TEACHERS AND STUDENTS IN SEVERAL NATIVE BOARDING SCHOOLS AND/OR INTEGRATED URBAN HIGH SCHOOLS IN ALASKA. THE FIRST STUDY, AN ETHNOGRAPHY, DESCRIBES THE PROBLEMS OF THESE STUDENTS AND THEIR TEACHERS, AND SUGGESTS A TYPOLOGY DIFFERENTIATING EFFECTIVE AND INEFFECTIVE TEACHERS. THIS ETHNOGRAPHY SUGGESTS THAT THE TEACHER'S DEGREE OF PERSONAL WARMTH VERSUS PROFESSIONAL DISTANCE, AND DEGREE OF ACTIVE DEMANDINGNESS VERSUS PASSIVE UNDERSTANDING, ARE FUNDAMENTAL DIMENSIONS SEPARATING SUCCESSFUL FROM UNSUCCESSFUL TEACHERS. THE SECOND STUDY, EMPIRICALLY TESTING A MAJOR HYPOTHESIS DERIVED FROM THE ETHNOGRAPHY, FOUND THAT THE SOCIOEMOTIONAL CLIMATE OF THE INTEGRATED CLASSROOM IS SIGNIFICANTLY RELATED TO THE VERBAL PARTICIPATION OF VILLAGE STUDENTS, WHO ARE TYPICALLY SILENT AND WITHDRAWN. THE THIRD STUDY FOUND THAT TEACHER WARMTH, COMMUNICATED THROUGH NONVERBAL CHANNELS, LEADS TO HIGHER INTELLECTUAL PERFORMANCE AMONG VILLAGE INDIAN AND ESKIMO STUDENTS. SUGGESTIONS ARE MADE FOR IMPROVING THE SECONDARY SCHOOL INSTRUCTION OF INDIAN AND ESKIMO STUDENTS THROUGH TEACHER SELECTION METHODS AND TRAINING PROGRAMS WHICH TAKE INTO ACCOUNT THE IMPORTANCE OF PERSONAL WARMTH AND ACTIVE DEMANDINGNESS IN CROSS-CULTURAL TEACHING SUCCESS. A BIBLIOGRAPHY AND COPIES OF THE TEACHER AND STUDENT QUESTIONNAIRES USED IN THE STUDIES ARE INCLUDED. (AUTHOR/PS)

ACCESSION NUMBER: ED059832

PUBLICATION DATE: 15 JAN 72

TITLE: TEACHER SEPARATION AND RETENTION IN BUREAU OF INDIAN AFFAIRS SCHOOLS. FINAL REPORT.

PERSONAL AUTHOR: LETCHWORTH, GEORGE

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; EMPLOYMENT PATTERNS; *FACULTY MOBILITY; INSERVICE EDUCATION; MAPS; SOCIAL FACTORS; TABLES (DATA); *TEACHER MORALE; *TEACHER PERSISTENCE; TEACHER RECRUITMENT

IDENTIFIER: BUREAU OF INDIAN AFFAIRS SCHOOLS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 114P.

FACTORS THAT DIFFERENTIATE BETWEEN FIRST-YEAR TEACHERS WHO REMAIN FOR A SECOND YEAR AND THOSE WHO RESIGN AFTER 1 YEAR OF EMPLOYMENT WITH THE BUREAU OF INDIAN AFFAIRS (BIA) SCHOOLS WERE INVESTIGATED IN THIS 1969-70 STUDY OF BIA TEACHERS WORKING FROM THE BIA AREA OFFICE IN GALLUP, NEW MEXICO (N=78), AND ABERDEEN, SOUTH DAKOTA (N=49). DATA WERE COLLECTED BY MEANS OF QUESTIONNAIRES AND STRUCTURED INTERVIEWS. ANALYSIS OF QUESTIONNAIRE AND INTERVIEW DATA FOCUSED ON ISOLATING ITEMS, SUCH AS RECRUITMENT PROCEDURES, THAT DISCRIMINATED BETWEEN TEACHERS WHO RESIGNED AND THOSE WHO REMAINED. ADDITIONAL ANALYSES ISOLATED PERSONAL, SOCIOLOGICAL, AND ECOLOGICAL VARIABLES RELATED TO TEACHER MOBILITY. FINDINGS INCLUDED (1) THAT THE BIA SCHOOLS HAD A TEACHER SEPARATION RATE OF 36%; (2) THAT THOSE INDIVIDUALS WHO HAD THE MOST INCONGRUENCY IN AREAS RELATED TO THEIR WORK ENVIRONMENTS WERE MOST LIKELY TO TERMINATE EMPLOYMENT, AND (3) THAT TERMINATION OF EMPLOYMENT WAS ALSO RELATED TO DOMINANT CAREER PATTERNS. COPIES OF THE INSTRUMENTS ARE APPENDED. A RELATED DOCUMENT IS ED 047 857. (PS)

ACCESSION NUMBER: ED060699

PUBLICATION DATE: 72

TITLE: AN ANNOTATED BIBLIOGRAPHY OF YOUNG PEOPLE'S FICTION ON AMERICAN INDIANS.

PERSONAL AUTHOR: GRAUSTEIN, JEAN MCCARTHY, COMP.; JAGLINSKI, CAROL L., COMP.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; *CHILDRENS BOOKS; CULTURAL AWARENESS; CULTURAL BACKGROUND; CULTURAL EDUCATION; *FICTION; *READING MATERIALS; SELF CONCEPT; SOCIAL STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 61P.

THIS ANNOTATED BIBLIOGRAPHY ON THE AMERICAN INDIAN LISTS OVER 250 WORKS OF FICTION WRITTEN BETWEEN 1933 AND 1969 FOR CHILDREN. IT IS HOPED THAT THE BIBLIOGRAPHY WILL BENEFIT NOT ONLY THE NEARLY 200,000 INDIAN CHILDREN IN PUBLIC, FEDERAL, PRIVATE, AND MISSION SCHOOLS, BUT THE NON-INDIAN CHILDREN IN THOSE SCHOOLS AS WELL. THESE BOOKS SHOULD BE HELPFUL IN TEACHING ENGLISH, READING, SOCIAL STUDIES, AND OTHER DISCIPLINES. EACH ANNOTATION LISTS THE TRIBE INVOLVED IN THE STORY AND THE SUGGESTED GRADE LEVEL. AN INDEX ARRANGED BY TRIBE NAME LISTS WORKS THAT CONCERN EACH PARTICULAR GROUP. (AUTHOR/VM)

ACCESSION NUMBER: ED060709

PUBLICATION DATE: 26 FEB 72

TITLE: THE DOMAINS OF TESOL.

PERSONAL AUTHOR: ROBINETT, BETTY WALLACE

DESCRIPTOR: AMERICAN INDIANS; APPLIED LINGUISTICS; BILINGUAL EDUCATION; CULTURAL PLURALISM; *ENGLISH (SECOND LANGUAGE); LANGUAGE DEVELOPMENT; LANGUAGE INSTRUCTION; *LANGUAGE PROGRAMS; MINORITY GROUPS; *NON ENGLISH SPEAKING; *NONSTANDARD DIALECTS; *PROFESSIONAL ASSOCIATIONS; PSYCHOLINGUISTICS; PUERTO RICANS; SECOND LANGUAGE LEARNING; SOCIAL DIALECTS; SOCIOLINGUISTICS; STANDARD SPOKEN USAGE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 24P.; PAPER PRESENTED AT THE SIXTH ANNUAL TESOL CONVENTION, WASHINGTON, D.C., FEBRUARY 26, 1972

THE DOMAINS OF TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) ARE THOSE SPHERES OF CONCERN INVOLVING PERSONS WHO SPEAK LANGUAGES OTHER THAN ENGLISH OR DIALECTS OF ENGLISH OTHER THAN THE STANDARD. THIS CLIENTELE HAS BEEN CLASSIFIED TRADITIONALLY IN TERMS OF PROGRAMS IN ENGLISH AS A FOREIGN LANGUAGE, ENGLISH AS A SECOND LANGUAGE, ENGLISH AS A SECOND DIALECT, AND BILINGUAL EDUCATION. THIS PAPER SUGGESTS A CLASSIFICATION OF THESE VARIOUS GROUPS BY A CONFIGURATION WHICH DIFFERENTIATES YET RELATES THEM TO EACH OTHER BY PLACING THEM ALONG A CONTINUOUS LINE RUNNING FROM ONE EXTREME, THAT OF THE NON-ENGLISH SPEAKER, TO THE OTHER EXTREME, THAT OF THE SPEAKER OF STANDARD ENGLISH. IT IS SUGGESTED THAT EACH PROGRAM IS AN INDIVIDUAL OPERATION DISTINGUISHED FROM OTHERS BY VARIABLES SUCH AS STUDENT POPULATION, MOTIVATION, AND TEACHING AND ADMINISTRATIVE PERSONNEL. IT IS NOTED THAT HERETOFORE METHODS AND MATERIALS DEVELOPED PRINCIPALLY FOR ONE GROUP (ENGLISH AS A FOREIGN LANGUAGE) HAVE BEEN USED FOR POPULATIONS IN VARIOUS PROGRAMS, AND IT IS SUGGESTED THAT THE TESOL ORGANIZATION SHOULD ENCOURAGE RESEARCH IN LINGUISTICS, SOCIOLINGUISTICS, AND PSYCHOLINGUISTICS WHICH WILL PERHAPS AID IN THE DEVELOPMENT OF NEW STRATEGIES OF TEACHING FOR ALL THE PROGRAMS WHICH EXIST IN THE TESOL DOMAINS. (AUTHOR)

276

ACCESSION NUMBER: ED060747

PUBLICATION DATE: NOV 71

TITLE: BILINGUALISM IN THE SIX-YEAR-OLD NAVAJO CHILD.

PERSONAL AUTHOR: SPOLSKY, BERNARD; HOLM, WAYNE

DESCRIPTOR: ACCULTURATION; AMERICAN ENGLISH; AMERICAN INDIANS; BEGINNING READING; BILINGUAL EDUCATION; *BILINGUALISM; CHILD LANGUAGE; DIGLOSSIA; EARLY CHILDHOOD EDUCATION; *ENGLISH (SECOND LANGUAGE); *ENVIRONMENTAL INFLUENCES; *LANGUAGE DEVELOPMENT; *NAVAHO; PRESCHOOL CHILDREN; RESERVATIONS (INDIAN); SOCIOLINGUISTICS; TABLES (DATA); TEACHER AIDES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 15P.; IN "CONFERENCE ON CHILD LANGUAGE," PREPRINTS OF PAPERS PRESENTED AT THE CONFERENCE, CHICAGO, ILLINOIS, NOVEMBER 22-24, 1971, P225-239

THE AMOUNT OF ENGLISH SPOKEN BY SIX-YEAR-OLD NAVAHO CHILDREN AS THEY ENTER FIRST GRADE IS INCREASING AND WILL PROBABLY CONTINUE TO INCREASE. CONTACTS OUTSIDE THE RESERVATION CONTRIBUTE TO THIS INCREASE AS DO THE ALMOST COMPLETELY MONOLINGUAL (ENGLISH) SCHOOLS. LOCATION OF RESIDENCE IS ALSO A FACTOR. LINGUISTIC BORROWING OF ENGLISH WORDS IS ANOTHER INDICATION OF THE INCREASED INFLUENCE OF ENGLISH. ALTHOUGH THE NAVAHO PEOPLE REMAIN THE LARGEST GROUP OF NON-ENGLISH-SPEAKING INDIANS IN THE UNITED STATES, THERE ARE SIGNS OF A GROWING DIGLOSSIA. (VM)

ACCESSION NUMBER: ED060968

PUBLICATION DATE: 67

TITLE: NEW MEXICO STATE INDIAN STUDENT DROPOUT STUDY. FIRST YEAR REPORT: 1966-67.

PERSONAL AUTHOR: SCOTT, WILLARD A.

DESCRIPTOR: AGE DIFFERENCES; *AMERICAN INDIANS; *DROPOUT CHARACTERISTICS; *DROPOUT RESEARCH; *SECONDARY SCHOOL STUDENTS; *SEX DIFFERENCES; TABLES (DATA)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 9P.

PURPOSES OF THIS STUDY WERE (1) TO IDENTIFY CERTAIN CHARACTERISTICS, INFLUENCES, AND CAUSAL FACTORS RELATING TO THE SCHOOL DROPOUT; (2) TO DETERMINE THE EXTENT AND NATURE OF THE DROPOUT PROBLEM AMONG AMERICAN INDIAN STUDENTS IN THE STATE OF NEW MEXICO; AND (3) TO BRING THE DROPOUT PROBLEM TO THE ATTENTION OF EDUCATORS THROUGHOUT NEW MEXICO. A DROPOUT WAS DEFINED AS ANY STUDENT (GRADES 7-12) WHO LEAVES SCHOOL FOR ANY REASON OTHER THAN GRADUATION, TRANSFER, DEATH, OR RELEASE FOR EARLY ADMISSION TO A UNIVERSITY. THE STUDY INCLUDED 74 MALE AND 69 FEMALE DROPOUTS FROM 9 NEW MEXICO SCHOOL DISTRICTS. IT WAS FOUND THAT MORE MALES THAN FEMALES DROPPED OUT; THE NUMBER OF DROPOUTS INCREASED UNTIL GRADE 11; THE AGE AT WHICH THE GREATEST NUMBER OF MALE DROPOUTS OCCURRED WAS 17, WHILE MORE FEMALES DROPPED OUT AT AGE 16; APPROXIMATELY 29% OF THE DROPOUTS WERE RELEASED FROM SCHOOL BECAUSE OF TRUANCY; 35% WERE RELEASED BUT THE REASON FOR WITHDRAWING WAS NOT REPORTED; 14% WITHDREW BECAUSE OF TRANSFER AND/OR FAMILY MOVE; AND THE GREATEST NUMBER OF MALES LEFT SCHOOL IN OCTOBER, WHILE THE GREATEST NUMBER OF FEMALES LEFT SCHOOL IN DECEMBER. (LS)

ACCESSION NUMBER: ED060970

PUBLICATION DATE: 69

TITLE: SYSTEM ANALYSIS, PROGRAM DEVELOPMENT, AND COST-EFFECTIVENESS MODELING OF INDIAN EDUCATION FOR THE BUREAU OF INDIAN AFFAIRS. VOLUME I, SUMMARY AND RECOMMENDATIONS.

DESCRIPTOR: *AMERICAN INDIANS; *COST EFFECTIVENESS; EDUCATIONAL OBJECTIVES; *EDUCATIONAL PROGRAMS; MODELS; PROBLEM SOLVING; *PROGRAM DEVELOPMENT; RESEARCH METHODOLOGY; *SYSTEMS ANALYSIS

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 77P.

THE OBJECTIVES OF THIS PROJECT TO INCREASE THE EFFECTIVENESS AND EFFICIENCY OF AMERICAN INDIAN EDUCATION THROUGH THE BUREAU OF INDIAN AFFAIRS (BIA) WERE (1) A SYSTEM ANALYSIS OF THE BIA SCHOOLS TO IDENTIFY EDUCATIONAL GOALS AND OBJECTIVES AND THE CRITICAL FACTORS CONTRIBUTING TO OR IMPEDING EEDUCATIONAL EFFECTIVENESS IN ACHIEVING THE GOALS; (2) FORMULATION OF ALTERNATIVE PROGRAMS RESPONSIVE TO THE EDUCATIONAL GOALS AND OBJECTIVES, TAKING INTO ACCOUNT THE CRITICAL FACTORS PREVIOUSLY IDENTIFIED; AND (3) DEVELOPMENT OF COST-EFFECTIVENESS MODELS FOR ESTIMATING THE PROBABLE IMPACTS AND RELATIVE EFFICIENCIES OF ALTERNATIVE PROGRAMS FOR RATIONAL PLANNING AND BUDGETING. GOALS AND OBJECTIVES WERE IDENTIFIED BY A PROCESS OF INTERVIEWS AND PROJECTIVE EXERCISES WITH EDUCATIONAL CHANGE AGENTS IN THE BIA EDUCATION SYSTEM. ACTUAL OPERATIONS WERE OBSERVED IN 30 BIA SCHOOLS ON 6 RESERVATIONS AND IN ALASKA AND OKLAHOMA. SOME 150 PROGRAMS WERE FORMULATED TO SATISFY SEVERAL DEGREES OF BUDGET CONSTRAINT. TWELVE DISTRICT MODELS WERE DESIGNED TO DEAL WITH SPECIFIC SCHOOL SYSTEM PLANNING, SCHOOL MANAGEMENT, AND INSTRUCTIONAL PROBLEMS. THE DOCUMENT CONTAINS OBJECTIVES, METHODS, AND RESULTS OF THE PROJECT; A DISCUSSION OF GOALS OF INDIAN EDUCATION; A SUMMARY OF PROGRAMS DEVELOPED TO RESPOND TO THE GOALS OF INDIAN EDUCATION AND ITS PROBLEMS; NARRATIVE SKETCHES OF THE MODELS THAT WERE DESIGNED; AND A DISCUSSION OF THE PROCESSES OF CHANGE AND IMPLEMENTATION. RELATED DOCUMENTS ARE ED 032 991 THROUGH ED 032 994. (JH)

ACCESSION NUMBER: ED060971

PUBLICATION DATE: 70

TITLE: ETHNOLOGY OF THE BLACKFEET.

PERSONAL AUTHOR: MCLAUGHLIN, G. R., COMP.

DESCRIPTOR: *AMERICAN INDIANS; ANTHOLOGIES; ANTHROPOLOGY; *CULTURAL BACKGROUND; *ETHNIC STUDIES; ETHNOLOGY; *HIGH SCHOOL STUDENTS; HISTORY; *INSTRUCTIONAL MATERIALS; MYTHOLOGY; RELIGION; RESERVATIONS (INDIAN); SOCIOLOGY; VALUES

IDENTIFIER: *BLACKFEET

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 341P.

COMPILED FOR USE IN INDIAN HISTORY COURSES AT THE HIGH-SCHOOL LEVEL, THIS DOCUMENT CONTAINS SECTIONS ON THE HISTORY, CULTURE, RELIGION, AND MYTHS AND LEGENDS OF THE BLACKFEET. A GUIDE TO THE SPOKEN BLACKFEET INDIAN LANGUAGE AND EXAMPLES OF THE LANGUAGE WITH ENGLISH TRANSLATIONS ARE ALSO PROVIDED, AS IS INFORMATION ON SIGN LANGUAGE AND PICTURE WRITING. THE CONSTITUTION AND BY-LAWS FOR THE BLACKFEET TRIBE, A GLOSSARY OF TERMS, AND A BIBLIOGRAPHY OF BOOKS, FILMS, TAPES, AND MAPS ARE ALSO INCLUDED. (LS)

ACCESSION NUMBER: ED060973

PUBLICATION DATE: 71

TITLE: EDUCATING THE EDUCATORS: A REPORT OF THE INSTITUTE ON "THE AMERICAN INDIAN STUDENT IN HIGHER EDUCATION" (ST. LAWRENCE UNIVERSITY, JULY 12-30, 1971).

PERSONAL AUTHOR: SANDSTROM, ROY H., ED.; SEGAL, BARBARA K., ED.

DESCRIPTOR: *AMERICAN INDIANS; COLLEGE ADMISSION; *CONFERENCE REPORTS; COUNSELING SERVICES; CULTURAL PLURALISM; *EDUCATIONAL PROBLEMS; ETHNIC STUDIES; FINANCIAL SUPPORT; *HIGHER EDUCATION; REMEDIAL INSTRUCTION; *SUMMER INSTITUTES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 100P.

A 3-WEEK SUMMER INSTITUTE ON THE AMERICAN INDIAN STUDENT IN HIGHER EDUCATION BROUGHT TOGETHER COLLEGE ADMINISTRATORS, CURRICULUM SPECIALISTS, AND INDIAN EDUCATIONAL LEADERS TO MUTUALLY EXPLORE POSSIBLE SOLUTIONS TO THOSE PROBLEMS WHICH THE INDIAN STUDENT CONFRONTS AS OBSTACLES TO A COLLEGE DEGREE. ADDITIONAL PURPOSES OF THE INSTITUTE WERE TO DEVELOP IN EDUCATORS A SENSITIVITY TO THE INDIAN AND HIS CULTURE AND TO ESTABLISH VITAL COMMUNICATION LINKS BETWEEN REPRESENTATIVES OF EDUCATIONAL INSTITUTIONS AND KEY INDIVIDUALS IN INDIAN COMMUNITIES. THE INSTITUTE CONSISTED OF LECTURES BY PROGRAM STAFF AND GUEST CONSULTANTS, DISCUSSIONS, WORKSHOPS, FIELD TRIPS, AND FILMS TO GIVE PARTICIPANTS KNOWLEDGE OF INDIAN LIFE-STYLES. SUBJECTS OF PRINCIPAL CONCENTRATION WERE STUDENT RECRUITMENT AND ADMISSIONS, FINANCIAL AID, COUNSELING, COMPENSATORY REMEDIAL INSTRUCTION, AND NATIVE AMERICAN STUDIES. PROCEEDINGS, FINDINGS, AND WORKSHOP RECOMMENDATIONS ARE RECORDED IN THIS INSTITUTE REPORT. (JH)

ACCESSION NUMBER: ED060978

PUBLICATION DATE: 64

TITLE: INDIAN AFFAIRS NO. 1. A STUDY OF THE CHANGES IN POLICY OF THE UNITED STATES TOWARD INDIANS.

PERSONAL AUTHOR: TYLER, S. LYMAN

DESCRIPTOR: *AMERICAN INDIANS; EDUCATION; EMPLOYMENT; *FEDERAL PROGRAMS; GOVERNMENT ROLE; HEALTH; *HISTORICAL REVIEWS; *MANAGEMENT; NATURAL RESOURCES; *POLICY FORMATION; RESERVATIONS (INDIAN); WELFARE

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 208P.

PREPARED ORIGINALLY (1958) AS A REPORT TO A COMMISSION ON THE RIGHTS, PRIVILEGES, AND RESPONSIBILITIES OF THE AMERICAN INDIAN, THIS DOCUMENT HAS BEEN ENLARGED AND UPDATED TO COVER NATIONAL INDIAN POLICY FROM THE EARLY 1900'S TO PRESENT (1964). FOR THE PERIOD TO 1929, INFORMATION GATHERED FROM ANNUAL REPORTS, THE MERIAM REPORT, ASSISTANT COMMISSIONER MERITT'S RECOMMENDATIONS, SECRETARY WILBUR'S OUTLINE, AND THE RHOADS' MEMORANDA IS PROVIDED IN RELATIONSHIP TO HEALTH, EDUCATION, WELFARE, COMMUNITY LIFE, LAND, RESOURCE MANAGEMENT, EMPLOYMENT, DURATION OF FEDERAL SUPERVISION, AND BUREAU-CONGRESSIONAL RELATIONS. ALSO DISCUSSED ARE TH RHOADS-SCATTERGOOD ADMINISTRATION (1929-33), THE "NEW DEAL" FOR THE INDIANS (1933-45) IN TERMS OF ACCEPTANCE AND CONGRESSIONAL REJECTION, COMMISSIONER BROPHY'S ADMINISTRATION (1945-47), THE TERMINATION CONTROVERSY (1953-61), THE 1961 TASK FORCE REPORT, AND ALASKAN NATIVE AFFAIRS. (LS)

ACCESSION NUMBER: ED060980

PUBLICATION DATE: JUL 69

TITLE: ZUNI COMPREHENSIVE DEVELOPMENT PLAN. FOR A BETTER ZUNI BY '75. VOLUMES ONE AND TWO.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY PROGRAMS; CURRICULUM ENRICHMENT; *ECONOMIC DEVELOPMENT; *EDUCATIONAL DEVELOPMENT; HUMAN RESOURCES; IMPROVEMENT PROGRAMS; LIVING STANDARDS; *PLANNING; PROGRAM DESCRIPTIONS; *RESERVATIONS (INDIAN); TOURISM; VOCATIONAL EDUCATION

IDENTIFIER: *ZUNIS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 111P.

THE ZUNI COMPREHENSIVE DEVELOPMENT PLAN ENCOMPASSES A VARIETY OF PROJECTS DESIGNED TO ACHIEVE MAJOR DEVELOPMENT GOALS ON THE ZUNI INDIAN RESERVATION IN NEW MEXICO. THE SINGLE OVERALL PLANNING OBJECTIVE IS TO RAISE THE LEVEL OF LIVING FOR RESIDENTS OF THE ZUNI RESERVATION TO EQUAL OR TO EXCEED THE AVERAGE FOR ALL UNITED STATES CITIZENS. MAJOR PROGRAM GOALS ARE (1) TO INCREASE INDIVIDUAL INCOME THROUGH CREATION OF PERMANENT EMPLOYMENT OPPORTUNITIES ON OR NEAR THE RESERVATION, (2) TO ENHANCE EDUCATIONAL OPPORTUNITY SUITED TO LOCAL COMMUNITY NEEDS, AND (3) TO IMPROVE LIVING CONDITIONS THROUGH WELL-PLANNED COMMUNITY PROGRAMS AND SERVICES. THE DOCUMENT CONTAINS A PROGRAM MATRIX PORTRAYING THE MAIN SECTIONS OF THE PLAN AND HIGHLIGHTING COST, FUNDING, AND BENEFITS OVER THE 5-YEAR (1971-75) PLANNING PERIOD; SUMMARY TABLES ON TOTAL FUNDING REQUIREMENTS, FUNDING SOURCES, EMPLOYMENT, AND INCOME; AND PROJECT DETAILS, UNDER EACH MAJOR GOAL, PREFACED WITH SUMMARY TABLES ON PROGRAM FUNDING, EMPLOYMENT, AND WAGES. (JH)

ACCESSION NUMBER: ED060982

PUBLICATION DATE: 71

TITLE: A PRELIMINARY STUDY OF LIBRARY PROGRAMS RELATED TO AMERICAN INDIAN STUDIES PROGRAMS IN COLLEGES AND UNIVERSITIES.

PERSONAL AUTHOR: TOWNLEY, CHARLES

DESCRIPTOR: *AMERICAN INDIANS; *ETHNIC STUDIES; FINANCIAL NEEDS; LIBRARY ACQUISITION; *LIBRARY PROGRAMS; *LIBRARY SERVICES; *LIBRARY SURVEYS; PERSONNEL NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 11P.

THE PRESENCE OF LIBRARY PROGRAMS AND THEIR RELATIONSHIP TO ACADEMIC PROGRAMS OF NATIVE AMERICAN STUDIES WERE SURVEYED IN 27 INSTITUTIONS OF HIGHER EDUCATION. INSTITUTIONS SURVEYED WERE THOSE WITH (1) A PROGRAM FOR RECRUITING AMERICAN INDIANS, (2) A DISTINCT STAFF DEVOTED TO AMERICAN INDIANS, AND (3) SOME COURSE ABOUT AMERICAN INDIANS OFFERED IN A NATIVE AMERICAN STUDIES PROGRAM OR IN CONJUNCTION WITH ANOTHER DEPARTMENT. THE STUDY REVEALED THAT MOST SPECIAL LIBRARY PROGRAMS WERE UNDER THE CONTROL OF THE CAMPUS LIBRARY; THAT THE AVERAGE COLLECTION SIZE WAS 1,500 VOLUMES FOR OR ABOUT NATIVE AMERICANS; AND THAT PERSONNEL COMMITMENT PER LIBRARY AVERAGED LESS THAN 1 FULL-TIME EQUIVALENT WORKING WITH A NATIVE AMERICAN LIBRARY PROGRAM. AN EXPANDED ACQUISITIONS PROGRAM WAS RATED THE MOST NEEDED LIBRARY SERVICE. MAJOR PROBLEMS POINTED UP BY THE SURVEY INCLUDED THE LACK OF DEFINITE PERSONNEL COMMITMENTS TO LIBRARY PROGRAMS FOR NATIVE AMERICAN STUDIES, THE ABSENCE OF PROFESSIONAL LIBRARIANS WHO ARE AMERICAN INDIANS, AND THE LACK OF ADEQUATE FUNDING IN ADDITION TO NORMAL LIBRARY BUDGETING. THE SURVEY INSTRUMENT, A LIST OF PARTICIPATING INSTITUTIONS, AND A TABULATION OF SURVEY RESPONSES ARE APPENDED. (JH)

ACCESSION NUMBER: ED060985

PUBLICATION DATE: SEP 71

TITLE: PEOPLE COMMUNICATIONS IN CANADA'S NORTH. PART I: THE PROBLEM.

PERSONAL AUTHOR: PADLAYAT, JOSEPI; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; BROADCAST TELEVISION; *COMMUNICATION PROBLEMS; COMMUNICATION SATELLITES; ECONOMIC DEVELOPMENT; *ESKIMOS; *INFORMATION DISSEMINATION; MAPS; POPULATION DISTRIBUTION; *RURAL AREAS; SOCIAL CHANGE; SOCIAL INFLUENCES; TELEPHONE COMMUNICATION SYSTEMS

IDENTIFIER: CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 39P.

THE MAN IN THE NORTH (MIN) PROJECT, ESTABLISHED BY THE ARCTIC INSTITUTE OF NORTH AMERICA, IDENTIFIED 7 MAJOR PROBLEM AREAS AS A RESULT OF A STUDY OF SOCIAL PROBLEMS IN THE NORTH. THE OBJECTIVE OF THE TASK FORCE ON COMMUNICATIONS (A SEPARATE GROUP SET UP UNDER MIN TO STUDY 1 OF THESE PROBLEM AREAS) IS TO DEFINE HOW COMMUNICATIONS TECHNOLOGY CAN BEST MEET THE TRUE COMMUNICATIONS NEEDS OF NORTHERN PEOPLES (AMERICAN INDIANS, ESKIMOS, AND WHITES) DURING A 5-YEAR PERIOD. MAJOR FINDINGS OF THE TASK FORCE ARE THAT ECONOMIC DEVELOPMENT OF THE NORTH IS CONFINED TO A FEW CENTERS; THAT A LARGE NUMBER OF NORTHERN PEOPLE DO NOT LIVE IN THESE ECONOMIC CENTERS; THAT THE NORTHERN PEOPLE HAVE EXPRESSED A DESIRE FOR BETTER COMMUNICATIONS; AND THAT CANADA'S ANIK SATELLITE PROGRAM WAS PROPOSED AS A GREAT BENEFIT TO THE NORTH. CONCLUSIONS REACHED BY THE TASK FORCE INCLUDE THE FOLLOWING: THAT THE PEOPLE NOT LIVING IN THE ECONOMIC CENTERS SERIOUSLY LACK COMMUNICATION FACILITIES AND THAT THE ANIK PROGRAM WILL NOT BE IN ACCORD WITH THE EXPRESSED WISHES OF NORTHERNERS AND WILL NOT BE IN LINE WITH THE TYPES OF COMMUNICATIONS REQUIRED FOR SOCIAL CHANGE. PART II OF THIS REPORT IS RC006017. (PS)

AVAILABILITY: THE ARCTIC INSTITUTE OF NORTH AMERICA, 3458 REDPATH STREET, MONTREAL 109, CANADA ($1.00 PLUS $.25 FOR POSTAGE AND HANDLING)

ACCESSION NUMBER: ED060986

PUBLICATION DATE: DEC 71

TITLE: PEOPLE COMMUNICATIONS IN CANADA'S NORTH. PART II: THE SOLUTION.

PERSONAL AUTHOR: KENNEY, G. I.

DESCRIPTOR: *AMERICAN INDIANS; BROADCAST TELEVISION; *COMMUNICATION PROBLEMS; COMMUNICATION SATELLITES; *ESKIMOS; GOVERNMENT ROLE; GUIDELINES; INFORMATION CENTERS; *INFORMATION DISSEMINATION; PROGRAM COORDINATION; *RURAL AREAS; SOCIAL CHANGE; TELEPHONE COMMUNICATION SYSTEMS; UNIVERSITIES

IDENTIFIER: CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 54P.

POSSIBLE SOLUTIONS TO COMMUNICATION PROBLEMS IN CANADA'S NORTH ARE PRESENTED IN THIS REPORT. A CENTRALIZED SOURCE OF INFORMATION IS PROPOSED, ALONG WITH SUGGESTIONS FOR AID FROM THE GOVERNMENT AND UNIVERSITIES. RECOMMENDATIONS FOR IMPROVING COMMUNICATION ARE ALSO LISTED: THE MODIFICATION OF CANADA'S ANIK SATELLITE PROGRAM; THE INVOLVEMENT OF REGIONAL POPULAR GROUPS TO PROVIDE FOR SELF-EXPRESSION ON THE PART OF THE NORTHERN PEOPLE (AMERICAN INDIANS, ESKIMOS, AND WHITES); FORMATION OF A CENTRALIZED NORTHERN COMMUNICATIONS INFORMATION CENTER; GOVERNMENT RECOGNITION OF VARIOUS COMMUNICATION GROUPS; PROVISION OF BROADCAST RADIO FACILITIES AND IMPROVEMENT OF TELEPHONE SERVICE; ESTABLISHMENT OF NORTHERN-ORIENTED RADIO AND TV PROGRAM PRODUCTION CENTERS; ASSUMPTION OF COORDINATION RESPONSIBILITIES BY THE GOVERNMENT OF CANADA DEPARTMENT OF COMMUNICATIONS; AND DEVELOPMENT OF GUIDELINES BY THE CANADIAN RADIO AND TELEVISION COMMISSION. APPENDICES PROVIDE INFORMATION ON ORGANIZATIONS DOING COMMUNICATIONS WORK IN NORTHERN CANADA AND ALSO A PROPOSAL FOR A COMMUNICATIONS UNIT. A 67-ITEM BIBLIOGRAPHY IS INCLUDED. PART I OF THE REPORT IS RC006016. (PS)

AVAILABILITY: THE ARCTIC INSTITUTE OF NORTH AMERICA, 3458 REDPATH STREET, MONTREAL 109, CANADA ($1.00 PLUS $.50 POSTAGE AND HANDLING)

ACCESSION NUMBER: ED060988

PUBLICATION DATE: 70

TITLE: LOCAL CONTROL OVER THE SCHOOLS IN TWO AMERICAN INDIAN COMMUNITIES: A PRELIMINARY EXAMINATION OF STRUCTURAL CONSTRAINTS AND "INTERNAL CONTROL" ATTITUDES.

PERSONAL AUTHOR: WEINMAN, JANICE JENNIE

DESCRIPTOR: ADVISORY COMMITTEES; *AMERICAN INDIANS; *ATTITUDES; COMMUNITY CHARACTERISTICS; *COMMUNITY CONTROL; CULTURAL FACTORS; DECISION MAKING; DOCTORAL THESES; *EDUCATIONAL POLICY; FEDERAL PROGRAMS; GOVERNMENT ROLE; RESERVATIONS (INDIAN); *SCHOOL DISTRICT AUTONOMY; SOCIAL FACTORS; TABLES (DATA)

IDENTIFIER: NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 238P.; DOCTORAL THESIS SUBMITTED TO HARVARD UNIVERSITY

UNDERLYING PRESENT GOVERNMENTAL AND PRIVATE OBJECTIVES TO INSTITUTE LOCAL CONTROL OVER THE SCHOOLS ON INDIAN RESERVATIONS IS THE HOPE THAT SUCH A POLICY WILL IMPROVE AMERICAN INDIANS' SENSE OF RELEVANCE OF THEIR OWN BEHAVIOR TO THE OUTCOME OF THEIR DESTINY. ALTHOUGH THE CONNECTION BETWEEN COMMUNITY CONTROL AND SENSE OF PERSONAL EFFICACY HAS NEVER BEEN ESTABLISHED AMONG AMERICAN INDIANS, AN INTERRELATIONSHIP BETWEEN THE 2 HAS NONTHELESS BEEN HYPOTHESIZED WIDELY AMONG SCHOLARS. IN ORDER TO GAIN FURTHER INSIGHT INTO THE NATURE OF THIS INTERRELATIONSHIP, THIS STUDY UNDERTOOK A PRELIMINARY EXAMINATION OF FACTORS INVOLVED IN INSTITUTING LOCAL CONTROL OVER THE SCHOOLS IN THE INDIAN COMMUNITIES OF SAN JUAN AND SANTA CLARA. INTERVIEWS CONDUCTED IN THE 2 COMMUNITIES REVEALED THAT, WHILE MEMBERS OF BOTH PUEBLOS HAVE AN INTEREST IN CONTROLLING THEIR SCHOOLS, SANTA CLARA HAS PROGRESSED MUCH FURTHER TOWARD ACTUALIZING THIS GOAL. BOTH COMMUNITIES HAVE ADVISORY SCHOOL BOARDS, BUT SANTA CLARA HAS EXPLOITED THIS OPPORTUNITY FOR LOCAL CONTROL TO A GREATER DEGREE THAN SAN JUAN AND HAS SUBCONTRACTED FOR COMPLETE LOCAL CONTROL OVER THEIR SCHOOLS. ONE REVEALING FACTOR IS THAT SAN JUAN'S ATTACHMENT TO TRADITIONAL INSTITUTIONS AND CULTURAL PATTERNS HAS SERVED TO LIMIT THE ECONOMIC DEVELOPMENT AND POLITICAL INFLUENCE OF THE COMMUNITY; IN SANTA CLARA, COMMITMENT TO MODERN TECHNIQUES HAS ALLOWED FOR GREATER DIVERSIFICATION OF THE PUEBLO'S RESOURCES AND HAS CONTRIBUTED TOWARD MAKING THIS PUEBLO A VIABLE COMMUNITY. (AUTHOR/LS)

ACCESSION NUMBER: ED060991

PUBLICATION DATE: 69

TITLE: NAVAJO MANPOWER SURVEY.

DESCRIPTOR: AGE DIFFERENCES; *AMERICAN INDIANS; CAREER OPPORTUNITIES; CULTURAL FACTORS; ECONOMIC FACTORS; EDUCATIONAL BACKGROUND; EDUCATIONAL PROBLEMS; INTERVIEWS; *LABOR SUPPLY; LANGUAGE ABILITY; OCCUPATIONS; *RESERVATIONS (INDIAN); SEX DIFFERENCES; SOCIOECONOMIC INFLUENCES; SURVEYS; TABLES (DATA); *UNDEREMPLOYED; *UNEMPLOYED

IDENTIFIER: NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 48P.

THE NAVAJO MANPOWER SURVEY FOR 1967, CONDUCTED ON A SAMPLE OF NAVAJOS 14 YEARS OF AGE AND OLDER LIVING IN THE NAVAJO RESERVATION AREA, FOUND HIGH RATES OF UNEMPLOYMENT AND UNDEREMPLOYMENT FOR THE NAVAJOS. SOME OF THE OTHER FINDINGS REPORTED ARE A GENERAL LACK OF REAL WORK EXPERIENCE; AN INDICATION BY 70% OF THE LABOR FORCE MEMBERS THAT THEY WOULD NOT WANT TO LEAVE THE RESERVATION FOR EMPLOYMENT; AND THE NEED FOR TRAINING AND EDUCATION TO MEET SPECIFIC NEEDS. CHARACTERISTICS OF THE MANPOWER RESOURCE ARE DESCRIBED IN THE DOCUMENT, ALONG WITH THE CHARACTERISTICS OF THE LABOR FORCE IN GENERAL AND IN TERMS OF THE EMPLOYED AND THE NON-EMPLOYED. ALSO INCLUDED IS A SECTION PROVIDING THE SUMMARY AND CONCLUSIONS, AS WELL AS A SECTION ON IMPLICATIONS FOR MANPOWER POLICY. APPENDED TO THE REPORT ARE INFORMATION ON THE SURVEY BACKGROUND, NOTES ON THE SURVEY STRUCTURE, AND A COPY OF THE QUESTIONNAIRE USED. (PS)

ACCESSION NUMBER: ED060992

PUBLICATION DATE: OCT 71

TITLE: AN EXAMINATION OF THE 1968-1969 URBAN INDIAN HEARINGS HELD BY THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY. PART V: MULTIPLE PROBLEMS OF ADAPTATION.

PERSONAL AUTHOR: WOODS, RICHARD G.; HARKINS, ARTHUR M.

DESCRIPTOR: *ADJUSTMENT PROBLEMS; ALCOHOLISM; *AMERICAN INDIANS; COMMUNICATION PROBLEMS; HEALTH NEEDS; HOUSING NEEDS; LEGAL PROBLEMS; *LIVING STANDARDS; RECREATIONAL ACTIVITIES; SOCIAL OPPORTUNITIES; *SOCIAL SERVICES; *URBAN ENVIRONMENT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 111P.

THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY VISITED 5 MAJOR CITIES IN 1968-69 FOR THE PURPOSE OF HOLDING HEARINGS ABOUT THE PROBLEMS OF URBAN INDIANS WITH A VIEW TOWARD STIMULATING REMEDIAL FEDERAL GOVERNMENT AND LOCAL COMMUNITY ACTION. THIS REPORT ORGANIZES THE URBAN INDIAN CONCERNS AND CHARACTERISTICS EVIDENCED DURING THE HEARINGS WHICH HAD TO DO WITH MULTIPLE PROBLEMS OF ADAPTATION TO THE CITY. THE REPORT EMPHASIZES THE NEEDS, INADEQUACIES, AND PROBLEMS IN THE AREAS OF HOUSING, INFORMATION AND COMMUNICATION, HEALTH AND MEDICAL CARE, LAW, SOCIAL ACTIVITY AND RECREATION, AND SOCIAL SERVICES. MUCH IS INCLUDED IN THE WAY OF DIRECT QUOTATIONS FROM THE TESTIMONY OF INDIAN WITNESSES. RELATED DOCUMENTS ARE ED 051 949, ED 051 950, ED 052 872, AND ED 052 873. (JH)

ACCESSION NUMBER: ED060993

PUBLICATION DATE: 1 JAN 72

TITLE: AN OVERVIEW OF THE NATIVE AMERICAN CURRICULUM SERIES.

PERSONAL AUTHOR: HARKINS, ARTHUR M.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; CHANGING ATTITUDES; CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; *CURRICULUM GUIDES; *ELEMENTARY SCHOOL CURRICULUM; ETHNIC STUDIES; *HIGH SCHOOL CURRICULUM; HISTORY; INSTRUCTIONAL MATERIALS; LEARNING ACTIVITIES; TRIBES

IDENTIFIER: MINNESOTA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 47P.

THE NATIVE AMERICAN (NATAM) CURRICULUM SERIES, DESIGNED TO SERVE NON-INDIAN TEACHERS CONDUCTING CLASSROOMS WITHOUT AMERICAN INDIAN STUDENTS PRESENT, IS DESCRIBED IN THIS OVERVIEW. PRESENTED IN OUTLINE FORM ARE SAMPLES OF THE UNITS PREPARED BY PUBLIC SCHOOL TEACHERS FROM THE COLUMBIA HEIGHTS, MINNESOTA, SCHOOL SYSTEM WHO WERE ENROLLED IN AN INDIAN EDUCATION COURSE OFFERED BY THE UNIVERSITY OF MINNESOTA. IN ADDITION TO THE BASIC CURRICULUM UNITS ON INDIAN CULTURE FOR ELEMENTARY GRADES, UNITS COVERING SPECIFIC AREAS (MATH CONTRIBUTIONS OF THE INDIANS, ARCHERY, ETC.) OR SPECIFIC TRIBES ARE OUTLINED FOR USE WITH ELEMENTARY AND HIGH SCHOOL STUDENTS. THE COMPLETE UNITS ARE IN THE ERIC SYSTEM AS ED 051 913 THROUGH ED 051 920 AND ED 057 926 THROUGH ED 057 930. (PS)

ACCESSION NUMBER: ED060995

PUBLICATION DATE: FEB 72

TITLE: AMERICAN INDIAN EDUCATION. EDUCATION BRIEFING PAPER.

DESCRIPTOR: *AMERICAN INDIANS; BILINGUAL EDUCATION; *COMMUNITY CONTROL; *EDUCATION; *FEDERAL PROGRAMS; *POLICY

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 5P.

CONTAINED IN THIS PAPER ARE THE 6 STEPS THAT THE U.S. OFFICE OF EDUCATION (OE) HAS TAKEN, OR WILL BE TAKING, TO ACHIEVE THE IMPACT CALLED FOR BY OE'S 1971 INDIAN EDUCATION TASK FORCE. FIRST, OE HAS AMENDED ITS POLICY TO INCLUDE A SPECIAL FOCUS ON AMERICAN INDIAN EDUCATION WITHIN THE AGENCY. SECOND, OE IS DEVELOPING CERTAIN MANAGEMENT PROCEDURES TO INCREASE THE IMPACT OF ITS EFFORTS. THIRD, THE COMMISSIONER OF EDUCATION HAS ASKED THE DEPUTY COMMISSIONER FOR SCHOOL SYSTEMS TO SET UP A SPECIAL MONITORING PLAN AND SCHEDULE FOR REVIEWS OF TITLE I PROJECTS (BOTH BUREAU OF INDIAN AFFAIRS BIA AND NON-BIA) SERVING INDIAN CHILDREN. FOURTH, OE IS STUDYING SEVERAL ALTERNATIVES TO OBTAIN THE BEST POSSIBLE GUIDANCE FROM INDIAN EDUCATORS AND REPRESENTATIVES. FIFTH, OE IS NOW TAKING PRELIMINARY STEPS IN THE DEVELOPMENT OF A POLICY ON THE ISSUE OF LOCAL CONTROL IN OFF-RESERVATION SETTINGS. SIXTH, OE WILL WORK WITH URBAN SCHOOL DISTRICTS AND THE EXISTING URBAN INDIAN CENTERS TO PROVIDE TECHNICAL ASSISTANCE AND IMPROVED EDUCATIONAL SERVICES FOR URBAN INDIAN CHILDREN. (LS)

ACCESSION NUMBER: ED060996

PUBLICATION DATE: 70

TITLE: IS THERE AN INDIAN IN YOUR CLASSROOM THIS YEAR?

DESCRIPTOR: *AMERICAN INDIANS; ART; *CULTURAL FACTORS; EMPLOYMENT PROBLEMS; FOOD; HIGHER EDUCATION; *INSTRUCTIONAL MATERIALS; MAPS; RELIGION; RESERVATIONS (INDIAN); *SOCIAL FACTORS; TABLES (DATA); *URBAN AREAS; URBAN YOUTH

IDENTIFIER: MINNEAPOLIS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 43P.

THE PURPOSE OF THIS BOOKLET IS TO DESCRIBE SOME OF THE FACETS OF THE AMERICAN INDIAN COMMUNITY FOR THE TEACHERS IN THE MINNEAPOLIS SCHOOL SYSTEM. THE HISTORY AND ACTIVITIES OF THE INDIAN ADVISORY COMMITTEE TO THE MINNEAPOLIS PUBLIC SCHOOLS ARE DESCRIBED, AND A MEMBERSHIP LIST IS INCLUDED. TO ASSIST TEACHERS WITH INDIAN STUDENTS IN THEIR CLASSROOMS, INFORMATION IS PROVIDED ON THE CONTRIBUTIONS OF THE INDIAN TO AMERICAN CULTURE IN THE FOLLOWING AREAS: FOODS, MEDICINE, INVENTIONS, AND SOCIAL CONCEPTS. BACKGROUND INFORMATION IS ALSO GIVEN ON INDIAN RELIGION AND ART, AND SOME OF THE CURRENT PROBLEMS OF URBAN INDIANS IN THE AREA OF EMPLOYMENT ARE DISCUSSED. ALSO INCLUDED ARE A LIST OF INDIAN ORGANIZATIONS AND SERVICES IN THE TWIN CITIES AND A LIST OF PROGRAMS AVAILABLE FOR MINNESOTA INDIAN STUDENTS. (PS)

ACCESSION NUMBER: ED061001

PUBLICATION DATE: DEC 69

TITLE: CULTURALLY ORIENTED READING MATERIALS FOR AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III PROJECT.

PERSONAL AUTHOR: BROCK, WESTON L., COMP.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; EDUCATIONAL RESOURCES; INSTRUCTIONAL MATERIALS; *INTERMEDIATE GRADES; LANGUAGE SKILLS; *PRIMARY GRADES; *READING MATERIALS; SPEAKING; WRITING SKILLS

IDENTIFIER: PIMAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 180P.

THE TITLE III (ELEMENTARY AND SECONDARY EDUCATION ACT) PROJECT THAT FORMED THE BASIS FOR PREPARATION OF THIS SET OF READING MATERIALS HAD AS ITS OBJECTIVES: (1) ASSISTANCE TO THE PIMA INDIANS IN THE DEVELOPMENT OF A POSITIVE SELF-IMAGE AND A SENSE OF PRIDE THROUGH BETTER KNOWLEDGE, UNDERSTANDING, AND APPRECIATION OF PIMA CULTURE AND (2) THE ESTABLISHMENT OF INSTRUCTIONAL CENTERS FOR PIMA CULTURE. THE PLAN FOR ACCOMPLISHING THESE OBJECTIVES INCORPORATED 4 LANGUAGE SKILLS: SPEAKING, LISTENING, WRITING, AND READING. IN KEEPING WITH THIS, THE 41 READING LESSONS IN THIS DOCUMENT ARE BUILT ON STORIES--WRITTEN BY 1ST-THROUGH 8TH-GRADE STUDENTS AT THE GILA RIVER INDIAN COMMUNITY, ARIZONA--THAT HAVE BEEN CONVERTED INTO READING LESSONS BY A READING CONSULTANT. THE LESSONS INCLUDE THE STORY, AN INTRODUCTION FOR CLASSROOM USE, NOTES FOR THE TEACHER, AND CREATIVE QUESTIONS TO BE ANSWERED ORALLY. A DESCRIPTION OF THE CONVERSION OF THE STORIES INTO READING LESSONS BY A READING CONSULTANT IS ALSO PROVIDED. ADDITIONALLY, AN EVALUATION OF CONSULTANT SERVICES AND PROGRAMS IS PRESENTED, ALONG WITH RECOMMENDATIONS FOR FUTURE CONSULTANT SERVICES. (PS)

ACCESSION NUMBER: ED061002

PUBLICATION DATE: MAY 70

TITLE: PIMA CULTURAL BACKGROUND MATERIALS FOR AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III PROJECT.

PERSONAL AUTHOR: BROOK, WESTON L., COMP.; AND OTHERS

DESCRIPTOR: AGRICULTURE; *AMERICAN INDIANS; ART; *CULTURAL AWARENESS; HANDICRAFTS; *HISTORY; *INSTRUCTIONAL MATERIALS; LEARNING ACTIVITIES; RELIGION; *TEACHING GUIDES

IDENTIFIER: PIMAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 108P.

PRODUCED WITH FUNDS UNDER TITLE III OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, THIS UNIT ON PIMA CULTURAL BACKGROUND AND MIDDLE AMERICAN CIVILIZATION WAS DESIGNED TO HELP PIMA STUDENTS ACHIEVE A SENSE OF IDENTITY AND PRIDE IN THEIR INDIAN BACKGROUND BY (1) THINKING OF THEMSELVES AS A PEOPLE WITH A LONG HISTORY AND (2) LEARNING THAT THEIR CULTURE IS PART OF INDIAN CIVILIZATION. IT IS NOTED THAT THIS UNIT, WHICH SUPPLEMENTS THE STUDY OF ANCIENT HISTORY, IS DIVIDED INTO 4 PARTS: PREHISTORY, WHICH INCLUDES A DISCUSSION OF THE DEVELOPMENT OF AGRICULTURE; THE MAYAS, WHICH DISCUSSES INTELLECTUAL CONTRIBUTIONS IN ASTRONOMY, MATHEMATICS, WRITING, AND ART; PEOPLE OF THE VALLEY OF MEXICO, WHICH DESCRIBES THEIR ORGANIZED WAY OF LIFE (E.G., LARGE IRRIGATION PROJECTS, CITIES, ARMIES, AND EMPIRES); AND THE HOHOKAM, WHICH DESCRIBES THE PREHISTORIC PEOPLE OF ARIZONA. THE UNIT CONTAINS BOTH A STUDENT BOOKLET AND A TEACHING GUIDE FOR EACH OF THE 4 PARTS. A BIBLIOGRAPHY IS ALSO PROVIDED FOR EACH PART OF THE UNIT, AND STUDENT BOOKLETS, SLIDES, TRANSPARENCIES, AND MOVIES ARE CITED. (PS)

AVAILABILITY: BUREAU OF EDUCATIONAL RESEARCH AND SERVICES, ARIZONA STATE UNIVERSITY, TEMPE, ARIZONA 85281 ($5.00 IN XEROXED FORM)

ACCESSION NUMBER: ED061003

PUBLICATION DATE: MAY 70

TITLE: CULTURALLY ORIENTED INSTRUCTIONAL MATERIALS FOR PIMA CHILDREN. FINAL REPORT, ACADEMIC YEAR 1969-70, FOR AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III PROJECT.

PERSONAL AUTHOR: BROOK, WESTON L., COMP.

DESCRIPTOR: *AMERICAN INDIANS; ART; *CULTURAL AWARENESS; CURRICULUM GUIDES; *ELEMENTARY GRADES; *INSTRUCTIONAL MATERIALS; *INSTRUCTIONAL MATERIALS CENTERS; INTERMEDIATE GRADES; READING MATERIALS; RESERVATIONS (INDIAN); SCIENCES; SOCIAL STUDIES UNITS

IDENTIFIER: PIMAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 20P.

CULTURALLY ORIENTED INSTRUCTIONAL MATERIALS FOR PIMA CHILDREN ARE DESCRIBED IN THIS FINAL REPORT OF A 3-YEAR STUDY FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III. THE REPORTED OBJECTIVE OF THE PROJECT WAS TO ASSIST THE PIMA CHILDREN LIVING ON THE GILA RIVER INDIAN RESERVATION IN ARIZONA TO DEVELOP A POSITIVE SELF-IMAGE AND A SENSE OF PRIDE THROUGH BETTER KNOWLEDGE, UNDERSTANDING, AND APPRECIATION OF THE PIMA CULTURE AND THE CONTRIBUTIONS IT HAS MADE IN THEIR LIVES. IN THE DOCUMENT, THE INSTRUCTIONAL MATERIALS CENTER IS DESCRIBED, AND EXPANDED SERVICES OF THE CENTER ARE NOTED. DESCRIPTIONS OF MATERIALS DEVELOPED THROUGH THE PROJECT IN THE AREAS OF READING, PIMA CULTURAL BACKGROUND, SOIL SCIENCE, AND SOCIAL STUDIES ARE ALSO PRESENTED, AND A CATALOG OF NON-PRINT MATERIALS AVAILABLE THROUGH THE INSTRUCTIONAL MATERIALS CENTER IS DESCRIBED. A FINANCIAL REPORT IS APPENDED. (PS)

ACCESSION NUMBER: ED061005

PUBLICATION DATE: AUG 69

TITLE: AN ACCULTURATION PROBLEM CHECK LIST STUDY OF THE BAND OF CHIPPEWA INDIANS OF THE TURTLE MOUNTAIN RESERVATION, BELCOURT, NORTH DAKOTA.

PERSONAL AUTHOR: BROCHIN, BRIDGET

DESCRIPTOR: ADULTS; *AMERICAN INDIANS; *ATTITUDES; CITIZENSHIP; COLLEGE STUDENTS; COMMUNITY CHARACTERISTICS; COMMUNITY RESOURCES; CROSS CULTURAL STUDIES; *CULTURAL FACTORS; EDUCATIONAL DEVELOPMENT; ETHICS; FAMILY (SOCIOLOGICAL UNIT); MASTERS THESES; *PROBLEMS; RESEARCH; RESERVATIONS (INDIAN); SECONDARY SCHOOL STUDENTS; *SEX DIFFERENCES; SOCIAL FACTORS; TABLES (DATA)

IDENTIFIER: CHIPPEWAS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 161P.; MASTER'S THESIS SUBMITTED TO INDIANA UNIVERSITY OF PENNSYLVANIA, INDIANA, PENNSYLVANIA

PURPOSES OF THIS STUDY WERE (1) TO SHOW THE NUMBER AND TYPES OF PROBLEMS THAT THE TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS OF BELCOURT, NORTH DAKOTA, BELIEVE THEY HAVE; (2) TO ASCERTAIN THE PROBLEM AREAS THAT ARE OF GREATEST SIGNIFICANCE TO THE INDIANS; AND (3) TO COMPARE THE NUMBER AND TYPES OF PROBLEMS THAT THESE INDIANS BELIEVE THEY HAVE WITH THE PROBLEMS OF A CONTROL GROUP IN THE NON-INDIAN BOROUGH OF INDIANA, PENNSYLVANIA. A TOTAL OF 92 JUNIOR HIGH STUDENTS, 58 HIGH SCHOOL STUDENTS, 35 COLLEGE STUDENTS, AND 82 ADULT INDIANS PARTICIPATED IN THE STUDY. THE CONTROL GROUP WAS COMPOSED OF 103 JUNIOR HIGH STUDENTS, 97 HIGH SCHOOL STUDENTS, 40 COLLEGE STUDENTS, AND 45 ADULTS. THE INSTRUMENT USED WAS THE "PROBLEM CHECK LIST" (RURAL YOUTH FORM, JUNIOR HIGH SCHOOL FORM, COLLEGE FORM, AND ADULT FORM). THE PROBLEMS WERE TOTALED BY AREAS (HEALTH AND PHYSICAL CONCERNS, RELATIONSHIP WITH PEOPLE, CITIZENSHIP, EDUCATION, VOCATIONAL AND ECONOMIC CONCERNS, MORALS AND RELIGION, PERSONAL TEMPERAMENT, COURTSHIP AND MARRIAGE, SOCIAL AND RECREATIONAL CONCERNS, AND HOME AND FAMILY), SEX, LEVELS, AND GROUPS. A PERCENTAGE WAS COMPUTED FOR EVERY PROBLEM IN EVERY GROUP AND LEVEL FOR ALL FEMALES AND MALES. AN ANALYSIS OF SELECTED SIGNIFICANT PERCENTAGES WAS THEN MADE. IT WAS CONCLUDED THAT THE TURTLE MOUNTAIN RESERVATION GROUP AND THE CONTROL GROUP PROBLEM INCIDENCES WERE NOT SIGNIFICANTLY DIFFERENT, BUT THE FEMALES IN BOTH GROUPS REPORTED MORE PROBLEMS THAN DID THE MALES. (LS)

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ACCESSION NUMBER: ED061008

PUBLICATION DATE: 58

TITLE: FELIX S. COHEN'S HANDBOOK OF FEDERAL INDIAN LAW.

PERSONAL AUTHOR: COHEN, FELIX S.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY CONTROL; EDUCATION; *FEDERAL LEGISLATION; HEALTH; *LAWS; *OPINIONS; *POLICY; RESERVATIONS (INDIAN)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$23.03

DESCRIPTIVE NOTE: 699P.

THE FOLLOWING IS TAKEN FROM THE PUBLISHER'S NOTE: "LONG OUT OF PRINT SINCE IT WAS ORIGINALLY PUBLISHED IN 1942 BY THE U.S. GOVERNMENT PRINTING OFFICE, THIS CLASSIC WORK ON FEDERAL INDIAN LAW, AND THE WHOLE LEGAL HISTORY OF INDIAN-WHITE RELATIONS, IS HERE REPUBLISHED IN A FACSIMILE EDITION. IT IS, AS FELIX FRANKFURTER OBSERVED, THE ONLY BOOK THAT HAS EVER MADE SENSE AND ORDER FROM 'THE VAST HODGEPODGE OF TREATIES, STATUTES, JUDICIAL AND ADMINISTRATIVE RULINGS, AND UNRECORDED PRACTICE IN WHICH THE INTRICACIES AND PERPLEXITIES, CONFUSIONS AND INJUSTICES OF THE LAW GOVERNING INDIANS LAY CONCEALED.'...THIS HANDBOOK SHOULD NOT BE CONFUSED WITH THE VULGATE VERSION ISSUED BY THE GOVERNMENT PRINTING OFFICE IN 1958, AND SINCE THEN REPRINTED BY 2 OTHER PUBLISHERS. THAT EXPURGATED EDITION WAS REWRITTEN, ACCORDING TO ITS INTRODUCTION, 'FOR THE PURPOSE OF FORECLOSING, IF POSSIBLE, FURTHER UNCRITICAL USE OF THE EARLIER 1942 EDITION BY JUDGES, LAWYERS, AND LAYMEN.'" (LS)

AVAILABILITY: UNIVERSITY OF NEW MEXICO PRESS, ALBUQUERQUE, NEW MEXICO 87106 ($25.00)

ACCESSION NUMBER: ED061022

PUBLICATION DATE: JAN 72

TITLE: READING STRATEGIES FOR NEW MEXICO IN THE 70'S.

PERSONAL AUTHOR: PASCUAL, HENRY W., ED.

DESCRIPTOR: *AMERICAN INDIANS; DIAGNOSTIC TEACHING; FORMATIVE EVALUATION; INDIVIDUAL DIFFERENCES; INFORMAL READING INVENTORY; MINORITY GROUPS; *READING INSTRUCTION; READING MATERIALS; *READING MATERIAL SELECTION; *SPANISH SPEAKING; STANDARDIZED TESTS; TEACHING METHODS; *TEST SELECTION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 29P.; RESOURCE GUIDE NUMBER 2

THE THREE PAPERS IN THIS RESOURCE GUIDE ARE ORIENTED TO THE NEEDS OF SPANISH-SURNAMED AND INDIAN CHILDREN. THE FIRST PAPER POINTS OUT THREE CONCERNS TO BE EXAMINED BEFORE SELECTING READING MATERIALS: (1) THE POPULATION FOR WHOM SELECTION IS PLANNED, (2) CRITERIA EMPHASIZING CHILDREN'S NEEDS, AND (3) APPARENT TRENDS IN READING INSTRUCTIONAL MATERIALS APPROPRIATE FOR THE POPULATION. CRITICAL POINTS FOR SELECTION AND EVALUATION OF READING INSTRUCTIONAL MATERIALS FOR INDIAN AND SPANISH-SPEAKING CHILDREN ARE DISCUSSED. THE SECOND PAPER STRESSES TEACHER-STUDENT INTERACTION, DIAGNOSTIC TEACHING, AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL. THE AUTHOR FEELS THAT STANDARDIZED TESTS, ESPECIALLY THEIR NORMS, SHOULD NOT BE USED WITH MINORITY GROUPS, BUT THAT THE INFORMAL READING INVENTORY IS BEST FOR THESE CHILDREN. HE ALSO REFERS TO FOUR APPROACHES USED TO TEACH NON-ENGLISH-SPEAKING CHILDREN AND TO FOUR LANGUAGE MEASURES. THE THIRD PAPER OBSERVES THAT SCHOOLS ARE SERVING THE INTERESTS OF THE DOMINANT SOCIAL FORCES, AND THAT WHILE UNABLE TO REFORM SCHOOLS, TEACHERS CAN HUMANIZE THEIR CLASSROOMS BY EXAMINING AND REVISING CERTAIN BELIEFS WHICH LEND TO ANTI-HUMANISTIC SCHOOL PRACTICES. RECOGNITION OF INDIVIDUAL DIFFERENCES AND USE OF EVALUATION AS FORMATIVE IN A DIAGNOSTIC SENSE ARE STRONGLY RECOMMENDED. REFERENCES ARE INCLUDED. (AW)

ACCESSION NUMBER: ED061222

PUBLICATION DATE: 26 NOV 70

TITLE: CRITERIA FOR TEACHING MATERIALS IN READING AND LITERATURE.

DESCRIPTOR: AMERICAN INDIANS; ANTHOLOGIES; ATTITUDES; EDUCATIONAL CHANGE; *ENGLISH INSTRUCTION; *INSTRUCTIONAL MATERIALS; LANGUAGE ARTS; LEARNING EXPERIENCE; LITERARY CRITICISM; *LITERATURE; *MINORITY GROUPS; NEGROES; RACIAL DISCRIMINATION; READING; SPANISH SPEAKING; *STANDARDS; STUDENT NEEDS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 4P.

A STATEMENT OFFICIALLY ADOPTED BY THE BOARD OF DIRECTORS OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) IS PRESENTED. THE POSITION IS TAKEN THAT THE AMOUNT AND EFFECTS OF RACISM AND BIAS IN ENGLISH AND LANGUAGE ARTS EDUCATIONAL MATERIALS CANNOT BE IGNORED. SPECIFICALLY, EDUCATIONAL MATERIALS NOW SUFFER FROM THE FOLLOWING CRUCIAL DEFICIENCIES: (1) INADEQUATE REPRESENTATION OF LITERARY WORKS BY MEMBERS OF NON-WHITE MINORITIES IN GENERAL ANTHOLOGIES, (2) REPRESENTATION OF MINORITY GROUPS WHICH IS DEMEANING, INSENSITIVE, OR UNFLATTERING TO THE CULTURE, (3) INCLUSION OF ONLY POPULAR AND PROVEN WORKS BY A LIMITED NUMBER OF "ACCEPTABLE" WRITERS, (4) BIASED COMMENTARIES WHICH GLOSS OVER OR FLATLY IGNORE THE OPPRESSION SUFFERED BY NON-WHITE MINORITY PERSONS, AND (5) OTHER COMMENTARIES IN ANTHOLOGIES WHICH DEPICT INACCURATELY THE INFLUENCE OF NON-WHITE MINORITY PERSONS ON LITERARY, CULTURAL, AND HISTORICAL DEVELOPMENTS IN AMERICA. IT IS RECOMMENDED THAT: (1) LITERATURE ANTHOLOGIES COMMIT THEMSELVES TO FAIR AND BALANCED INCLUSION OF THE WORK OF NON-WHITE MINORITY GROUP MEMBERS; (2) ILLUSTRATIONS AND PHOTOGRAPHS PRESENT AS ACCURATE AND BALANCED A PICTURE OF NON-WHITE MINORITIES AND THEIR ENVIRONMENTS AS IS POSSIBLE IN THE TOTAL CONTEXT OF THE EDUCATIONAL MATERIALS; (3) DIALECT BE APPROPRIATE TO THE SETTING AND CHARACTERS; AND (4) LITERARY CRITICISM DRAW AS HEAVILY AS POSSIBLE FROM THE CRITICAL WRITERS OF NON-WHITE MINORITIES. (CK)

AVAILABILITY: NATIONAL COUNCIL OF TEACHERS OF ENGLISH, ATTN.: TASK FORCE ON RACISM AND BIAS IN THE TEACHING OF ENGLISH, 1111 KENYON ROAD, URBANA, ILLINOIS 61801 (UP TO 25 COPIES, FREE)

ACCESSION NUMBER: ED061357

PUBLICATION DATE: 72

TITLE: A MOSAIC OF AMERICA'S ETHNIC MINORITIES.

PERSONAL AUTHOR: FELLOWS, DONALD KEITH

DESCRIPTOR: *ACCULTURATION; AMERICAN INDIANS; CHINESE AMERICANS; CHINESE CULTURE; *CULTURAL BACKGROUND; *ETHNIC DISTRIBUTION; *ETHNIC STUDIES; IMMIGRANTS; JAPANESE AMERICAN CULTURE; JAPANESE AMERICANS; MEXICAN AMERICANS; MINORITY GROUPS; *MINORITY ROLE; NEGROES; PUERTO RICAN CULTURE

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 227P.

IN THIS APPROACH TO AN UNDERSTANDING OF AMERICA'S ETHNIC MINORITIES, THE MOST IMPORTANT CONCERN IS WITH THE INTERACTION BETWEEN THESE VARIOUS CULTURE GROUPS AND THE DOMINANT, WHITE SOCIETY. SIX OF AMERICA'S PRINCIPAL ETHNIC MINORITIES HAVE BEEN CONSIDERED: BLACKS, MEXICANS, INDIANS, CHINESE, JAPANESE, AND PUERTO RICANS. IN EACH CASE THE SAME PROCEDURE WAS FOLLOWED TO DETERMINE THE ROLES THEY HAVE PLAYED IN THE DEVELOPMENT OF TODAY'S AMERICAN CULTURE. THE MATERIAL PRESENTED IS TO BE CONSIDERED AS A "STARTING POINT" FOR ONE WHO IS INTERESTED IN FURTHER RESEARCH. THE LINE OF INQUIRY WAS SET UP IN THIS MANNER: FIRSTLY, THE HISTORICAL AND CULTURAL BACKGROUND OF THE MINORITY WAS COVERED BRIEFLY; SECONDLY, WHAT WERE THE CIRCUMSTANCES UNDER WHICH THE ETHNIC GROUP FIRST CAME TO AMERICA, AND THEN SPREAD OUT?; THIRDLY, WHAT IS THEIR RELIGIOUS BACKGROUND?; FOURTHLY, WHAT ARE THE SIGNS OF THE VISIBLE IMPRINT OF THIS ETHNIC MINORITY AND ITS CULTURE ELEMENTS UPON THE CULTURE AND CULTURAL LANDSCAPE OF THE UNITED STATES?; AND, FINALLY, WHAT ROLE WILL THIS ETHNIC MINORITY PLAY IN THE FUTURE ECONOMIC, POLITICAL, SOCIAL, AND RELIGIOUS LIFE OF THE UNITED STATES? (AUTHOR/JM)

AVAILABILITY: JOHN WILEY & SONS, INC., 605 THIRD AVENUE, NEW YORK, N.Y. 10016 ($7.50)

ACCESSION NUMBER: ED061757

PUBLICATION DATE: APR 72

TITLE: NEIGHBOURHOODS OF THE AIR.

PERSONAL AUTHOR: HINDLEY, M. PATRICIA

DESCRIPTOR: AMERICAN INDIAN CULTURE; AMERICAN INDIANS; *COMMUNICATION (THOUGHT TRANSFER); *EDUCATIONAL NEEDS; EDUCATIONAL RADIO; ESKIMOS; INFORMATION NEEDS; *INFORMATION NETWORKS; INFORMATION SERVICES; INTERCOMMUNICATION; *RADIO; VIDEO TAPE RECORDINGS

IDENTIFIER: CANADA; *RADIO AND VISUAL EDUCATION NETWORK; RAVEN

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 11P.: PAPER PRESENTED AT THE INTERNATIONAL COMMUNICATION ASSOCIATION ANNUAL CONVENTION (ATLANTA, GEORGIA, APRIL 19-22, 1972)

RECENT EDUCATIONAL AND COMMUNICATIONS ADVANCES IN CANADA HAVE GENERALLY BYPASSED THE SETTLEMENTS THAT ARE HOME TO MORE THAN FIFTY PERCENT OF THE INHABITANTS OF THE CANADIAN NORTH--THE INDIAN AND ESKIMO VILLAGES. RADIO AND VISUAL EDUCATION NETWORK (RAVEN) WAS DEVELOPED SO THAT THESE PEOPLE WOULD BE PROVIDED WITH THE MEANS TO FIND EXISTING ALTERNATIVES OR DEVELOP ALTERNATIVES THEMSELVES FROM THE ONGOING ECONOMIC/POLITICAL/SOCIAL MAINSTREAM. RAVEN IS A TWO-WAY SINGLE SIDEBAND RADIO, OPERATING FROM A CENTRAL HEADQUARTERS ON ONE OF THE RESERVES UNDER DIRECTION OF INDIAN PEOPLE, WHICH ALLOWS INFORMATION TO BE PASSED RAPIDLY AND EFFICIENTLY TO PEOPLE IN THE OUTLYING VILLAGES. THE INFORMATION CAN THEN BE PASSED FROM VILLAGE TO VILLAGE; THE PEOPLE CAN EXCHANGE INFORMATION AND DISCUSS IT, GET MORE IMMEDIATE ATTENTION FROM GOVERNMENT DEPARTMENTS, AND FIND OUT HOW TO HANDLE CURRENT PROBLEMS. RAVEN USES VIDEOTAPES FOR VISUAL COMMUNICATION, AND SUPER 8 MOVIE FILM TO RECORD CULTURAL ACTIVITIES SO THAT CEREMONIES AND TRADITIONS CAN BE PRESERVED. SINCE PEOPLE IN URBAN AREAS ALSO SUFFER FROM LACK OF INFORMATION ABOUT MATTERS WHICH CONCERN THEM, PERHAPS THIS MODEL OF TWO-WAY INFORMATION SYSTEMS COULD BE ADAPTED FOR USE IN URBAN AREAS. (AUTHOR/SH)

ACCESSION NUMBER: ED061788

PUBLICATION DATE: 71

TITLE: LANGUAGE IN AMERICAN INDIAN EDUCATION: A NEWSLETTER OF THE OFFICE OF EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR.

PERSONAL AUTHOR: SLAGER, WILLIAM R., ED.; MADSEN, BETTY M., ED.

DESCRIPTOR: *AMERICAN INDIANS; COGNITIVE DEVELOPMENT; CONFERENCES; EARLY CHILDHOOD EDUCATION; *ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); INSTRUCTIONAL MATERIALS; *LANGUAGE INSTRUCTION; *LANGUAGE PROGRAMS; LEARNING THEORIES; NEWSLETTERS; RESOURCE MATERIALS; SECOND LANGUAGE LEARNING; TEACHER AIDES; TEACHER EDUCATION; *TEACHING METHODS; WORKSHOPS

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 92P.

THIS NEWSLETTER CONTAINS ARTICLES WHICH DEAL WITH CURRENT ISSUES IN EDUCATION WHICH ARE RELEVANT TO SCHOOLS FOR INDIAN CHILDREN AND REPORTS ON BUREAU OF INDIAN AFFAIRS ACTIVITIES, RECENT PUBLICATIONS AND CONFERENCES, TEXT MATERIALS FOR THE TEACHING OF ENGLISH, AND BILINGUAL READING MATERIALS. THE NEWSLETTER BEGINS WITH ARTICLES ON EARLY CHILDHOOD EDUCATION APPROACHES, NAMELY THE MONTESSORI AND PIAGET METHODS, AND THE "OPEN CLASSROOM" METHOD USED IN THE BRITISH INFANT SCHOOL. AN INFORMATION EXCHANGE SECTION FOLLOWS WITH REPORTS OF TEACHER TRAINING PROGRAMS, LANGUAGE STUDY PROGRAMS, WORKSHOPS, CURRICULUM BULLETINS, PROJECTS, AND LOCAL RESOURCE MATERIALS FOR TEACHERS. A SECTION ON SPECIFIC INSTRUCTIONAL MATERIALS AND PROGRAMS IS PROVIDED. THE FINAL SECTION INCLUDES STORIES IN SEVERAL INDIAN LANGUAGES AND THEIR TRANSLATIONS. (VM)

ACCESSION NUMBER: ED061789

PUBLICATION DATE: 71

TITLE: BILINGUAL EDUCATION FOR AMERICAN INDIANS.

PERSONAL AUTHOR: REBERT, ROBERT J., ED.: AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; APPLIED LINGUISTICS; BICULTURALISM; *BILINGUAL EDUCATION; BILINGUALISM; BILINGUAL SCHOOLS; CROSS CULTURAL TRAINING; CULTURAL DIFFERENCES; EARLY CHILDHOOD EDUCATION; EDUCATIONAL DISADVANTAGEMENT; *EDUCATIONAL POLICY; *ENGLISH (SECOND LANGUAGE); ESKIMOS; FEDERAL GOVERNMENT; KINDERGARTEN; LANGUAGE PLANNING; *LANGUAGE PROGRAMS; NAVAHO; SECOND LANGUAGE LEARNING

IDENTIFIER: *BUREAU OF INDIAN AFFAIRS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 102P.

THIS CURRICULUM BULLETIN CONTAINS ARTICLES RELEVANT TO PROBLEMS IN BILINGUAL EDUCATION FOR AMERICAN INDIANS. THE FIRST SECTION INCLUDES ARTICLES PRESENTING A BROAD VIEW OF PAST AND PRESENT ACTIVITIES IN BILINGUAL EDUCATION FOR AMERICAN INDIANS AND ESKIMOS. THE HISTORY OF LANGUAGE INSTRUCTION IN AMERICAN INDIAN SCHOOLS AND OF BILINGUAL EDUCATION IN BUREAU OF INDIAN AFFAIRS SCHOOLS IS DISCUSSED ALONG WITH THE BILINGUAL EDUCATION ACT AND ITS EFFECT ON THE AMERICAN INDIAN. TWO STATEMENTS ON BILINGUALISM APPEAR, AND A SUMMARY OF PERTINENT RESEARCH IN BILINGUAL EDUCATION IS INCLUDED. PART TWO DEALS WITH PRACTICAL ASPECTS AND CASE STUDIES. ONE ARTICLE DISCUSSES WHAT CLASSROOM TEACHERS SHOULD KNOW ABOUT BILINGUAL EDUCATION. THREE OTHERS DISCUSS PROGRAMS FOR NAVAHO CHILDREN. THE FINAL SECTION IS A BIBLIOGRAPHY OF APPROXIMATELY 70 BOOKS AND ARTICLES ON BILINGUALISM WRITTEN BETWEEN 1953 AND 1971; SOME OF THE MORE IMPORTANT ENTRIES ARE ANNOTATED. ONE APPENDIX PROVIDES A GLOSSARY OF RELEVANT TERMS. THE SECOND APPENDIX PRESENTS SOME LINGUISTIC PRINCIPLES FOR DESCRIBING LANGUAGE. (VM)

ACCESSION NUMBER: ED062010

TITLE: ETHNIC MINORITY PERSPECTIVES ON THE EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAMS.

PERSONAL AUTHOR: RHINE, W. RAY

DESCRIPTOR: AMERICAN INDIANS; CHILDHOOD NEEDS; COGNITIVE PROCESSES; CROSS CULTURAL STUDIES; *CULTURAL ENRICHMENT; CULTURAL FACTORS; DISCRIMINATORY ATTITUDES (SOCIAL); *EARLY CHILDHOOD EDUCATION; EDUCATIONAL FINANCE; EDUCATIONAL PROGRAMS; ETHNIC GROUPS; *MINORITY GROUPS; MOTIVATION; NEGROES; *PROGRAM EVALUATION; RESEARCH; SCHOOL SYSTEMS; *SELF CONCEPT; SOCIAL ATTITUDES; STUDENT ALIENATION; SYMPOSIA; VALUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 3P.

ISSUES PRESENTED AT A SYMPOSIUM ON ETHNIC MINORITY PERSPECTIVES AND EVALUATION OF EARLY CHILDHOOD EDUCATION ARE PRESENTED. TWO PRESENTATIONS ARE SUMMARIZED. THE FIRST, "EVALUATION RESEARCH AND THE EDUCATION OF OPPRESSED MINORITY GROUP MEMBERS," BY EDWARD J. BARNES, EMPHASIZES THAT THE EVALUATION OF EDUCATION PROGRAMS MUST INCLUDE A LOOK AT THE PERSON IN A SOCIAL AS WELL AS ACADEMIC CONTEXT. IT IS STATED THAT THE EXCLUSION OF ETHNIC MINORITY VALUES FROM THE ACADEMIC SCENE IS THE CAUSE FOR THE SCHOOL SYSTEM'S FAILURE TO EDUCATE ETHNIC MINORITY CHILDREN. THE SECOND PAPER, "THE IMPLICATIONS OF COGNITIVE STYLES AND CULTURAL DEMOCRACY FOR EVALUATION RESEARCH," BY MANUEL RAMIREZ, STATES THAT CULTURES AND VALUES OF MINORITY GROUPS IN THE UNITED STATES, ESPECIALLY THOSE OF BLACK AND INDIANS, HAVE BEEN VIEWED AS PATHOLOGICAL AND INFERIOR. IT IS ALSO STATED THAT THE RESULT OF IGNORING THESE CULTURES IS THE ALIENATION OF MINORITY GROUP CHILDREN FROM THE SCHOOLS. (CK)

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ACCESSION NUMBER: ED062027

PUBLICATION DATE: SEP 70

TITLE: DE-INDIANIZING THE AMERICAN INDIAN: AN ESSAY ON THE EDUCATION OF THE AMERICAN INDIAN.

PERSONAL AUTHOR: LAIRD, DAVID B., JR.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL DIFFERENCES; *EDUCATIONAL PROBLEMS; FEDERAL LEGISLATION; FEDERAL PROGRAMS; *GOVERNMENT ROLE; *HISTORICAL REVIEWS; LOCAL ISSUES; *OPINIONS; RESERVATIONS (INDIAN); SOCIAL FACTORS; VALUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 51P.

INCLUDED IN THIS ESSAY IS A HISTORICAL REVIEW OF FEDERAL POLICY AND PRACTICE IN INDIAN EDUCATION FROM 1500 TO 1970. THE EARLIEST PERIOD, THE MISSIONARY PERIOD, IS REPRESENTATIVE OF THE RELIGIOUS ZEAL OF THE 16TH AND 17TH CENTURIES WHEREIN THE MISSIONARIES HAD AS THEIR RESPONSIBILITY THE EDUCATION OF THE INDIAN--INCLUDING THE DUAL EFFORT OF CIVILIZING AND CHRISTIANIZING. THE NEXT PERIOD, FROM 1794 TO 1871, IS KNOWN AS THE TREATY PERIOD WHEREIN THE FUNDAMENTAL POLICY WAS TO DISPOSSESS THE INDIAN FROM HIS LAND TO ALLOW FOR WHITE EXPANSION; THERE IS AGREEMENT THAT, DURING THIS PERIOD, FEDERAL EDUCATIONAL POLICY WAS A FUNCTION OF THE LAND POLICY SINCE THE GOALS OF EDUCATION WERE TO CONVINCE THE INDIAN TO GIVE UP THE LAND AND MOVE TO A FARM-BASED ECONOMY. THE THIRD PERIOD, FROM 1865 TO 1870, FOUND THE SOLUTION TO EDUCATION IN ASSIMILATION, AND THE EDUCATIONAL EFFORTS WERE DIRECTED TO THIS END. IN 1871, THE TREATY PERIOD WAS ENDED BY FEDERAL LEGISLATION, AND THE MILITARY-TYPE BOARDING SCHOOL WAS DEVELOPED TO PROVIDE TRAINING FOR THE INDIAN'S EMERGENCE INTO THE WHITE CULTURE. THE NEXT PERIOD, FROM 1933 TO 1945, BROUGHT CHANGES IN INDIAN EDUCATION SUCH AS GIVING THE INDIANS A LARGER ROLE IN THE EDUCATION OF THEIR CHILDREN AND PROVIDING DAY SCHOOLS FOR TWO-THIRDS OF THE CHILDREN. FROM 1945 TO PRESENT, NUMEROUS BILLS PASSED BY CONGRESS HAVE BOTH HINDERED AND HELPED INDIAN EDUCATION; HOWEVER, THE TERMINATION POLICY HAS CAUSED THE INDIANS TO REMAIN STATIC BECAUSE OF THEIR SUSPICION OF THE GOVERNMENT'S INTENT, THUS MAKING IT DIFFICULT FOR LEGISLATION SUCH AS THE ECONOMIC OPPORTUNITY ACT TO HAVE THE HOPED-FOR IMPACT. (LS)

ACCESSION NUMBER: ED062028

PUBLICATION DATE: 71

TITLE: NAVAJO STUDIES AT NAVAJO COMMUNITY COLLEGE.

PERSONAL AUTHOR: ROESSEL, RUTH, ED.

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE PROGRAMS; COMMUNITY COLLEGES; *COURSE CONTENT; ETHNIC STUDIES; *ETHNOLOGY; GOVERNMENT ROLE; HANDICRAFTS; HISTORY; LANGUAGE DEVELOPMENT; *MYTHOLOGY; NAVAHO

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 129P.

THE NAVAJO STUDIES PROGRAM AT NAVAJO COMMUNITY COLLEGE CONSISTS OF 2 MAJOR AREAS OF STUDY, THE FIRST OF WHICH INCLUDES COURSES DEALING WITH THE NAVAJOS. THIS BOOK DEALS WITH THAT PORTION OF THE PROGRAM AND PROVIDES A PICTURE OF SELECTED NAVAJO STUDIES COURSES AS TAUGHT AT NAVAJO COMMUNITY COLLEGE. CONTAINED IN THE BOOK ARE THE ORIGIN MYTHS OF THE NAVAJOS AND A RELATED COURSE DESCRIPTION, MATERIALS USED IN THE COURSES ON NAVAJO HISTORY AND CULTURE (PAST, PRESENT, AND FUTURE), MATERIALS RELATED TO COURSES ON THE NAVAHO LANGUAGE AND TEACHING THE NAVAHO LANGUAGE, AND COURSE DESCRIPTIONS RELATED TO NAVAJO ARTS AND CRAFTS. (LS)

AVAILABILITY: THE LIBRARY, NAVAJO COMMUNITY COLLEGE, MANY FARMS POST OFFICE, CHINLE, ARIZONA 86503 ($7.00 HARD-BOUND, $4.00 SOFT-BOUND)

ACCESSION NUMBER: ED062029

PUBLICATION DATE: 64

TITLE: INDIAN AFFAIRS NO. 2. A WORK PAPER ON TERMINATION: WITH AN ATTEMPT TO SHOW ITS ANTECEDENTS.

PERSONAL AUTHOR: TYLER, S. LYMAN

DESCRIPTOR: *AMERICAN INDIANS; *ATTITUDES; COMMUNITY CONTROL; CULTURAL FACTORS; *FEDERAL PROGRAMS; GOVERNMENT ROLE; HISTORICAL REVIEWS; *INDIVIDUAL POWER; LAND USE; *POLICY; RESERVATIONS (INDIAN); RESOURCE ALLOCATIONS; VALUES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 79P.

IT WAS THE PURPOSE OF THIS 1958 PAPER TO DEMONSTRATE TO THE COMMISSION ON THE RIGHTS, LIBERTIES, AND RESPONSIBILITIES OF THE AMERICAN INDIAN HOW INDIAN TRIBES WERE FIRST DEALT WITH AS SOVEREIGN NATIONS AND HOW THIS CONCEPT HAS CHANGED THROUGH TIME (PARTICULARLY FROM 1948 TO 1958). WHEN THE SOVEREIGN-NATIONS OR TREATY PERIOD CAME TO A CLOSE, THE INDIAN PEOPLE WERE MOVED UNDER THE DOMINATION OF CONGRESS AND THE BUREAU OF INDIAN AFFAIRS (BIA) AND BECAME WARDS OF THE U.S. GOVERNMENT. NEXT CAME A PERIOD WHEN THE INDIANS WERE COMPELLED THROUGH THE ALLOTMENT ACT AND EDUCATIONAL INFLUENCES TO MOVE TOWARD COMPLETE ACCULTURATION AND FULL CITIZENSHIP, WITH THOSE INDIAN PEOPLE WHO REMAINED ON RESERVATIONS BEING ENCOURAGED TO ADOPT CONSTITUTIONS AND TO INCORPORATE UNDER CHARTERS AS LOCAL COMMUNITIES THAT COULD BARGAIN WITH BUSINESS CONCERNS, COUNTIES, STATES, AND THE FEDERAL GOVERNMENT. THE SUCCESSES OF THE TRIBAL GROUPS LED TO TERMINATION OF FEDERAL RESPONSIBILITIES FOR THOSE TRIBES BECAUSE ACCULTURATION WAS ASSUMED; HOWEVER, THE TERMINATED TRIBES MET WITH FAILURE DUE TO LACK OF RESOURCES. THE RESULT WAS FEAR BY OTHER INDIAN TRIBES THAT SUCCESS MEANT TERMINATION. THUS, AS LONG AS THE TERMINATION RESOLUTION REMAINS ON THE BOOKS, IT IS FELT THAT IT WILL BE DIFFICULT FOR INDIAN PEOPLE TO TAKE FULL ADVANTAGE OF FEDERAL PROGRAMS. THE PAPER CONTAINS 4 SECTIONS: THE HISTORICAL SETTING, THE RECENT BACKGROUND TO TERMINATION LEGISLATION, CANADIAN ENFRANCHISEMENT COMPARED TO TERMINATION, AND IDENTIFYING KINDS OF FEDERAL WITHDRAWAL. (LS)

ACCESSION NUMBER: ED062039

PUBLICATION DATE: APR 67

TITLE: THE EDUCATION OF INDIANS IN ONTARIO: A REPORT OF THE PROVINCIAL COMMITTEE ON AIMS AND OBJECTIVES OF EDUCATION IN THE SCHOOLS OF ONTARIO. A STRATHMERE STUDY.

PERSONAL AUTHOR: SIM, R. ALEX

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; ATTITUDES; CIVIL RIGHTS; *CULTURAL DIFFERENCES; CULTURAL FACTORS; CURRICULUM PLANNING; *EDUCATIONAL DISADVANTAGEMENT; *EDUCATIONAL POLICY; GOVERNMENT ROLE; MINORITY ROLE; OPINIONS; SCHOOL INTEGRATION; *SOCIAL DISCRIMINATION; TABLES (DATA); TEXTBOOK BIAS

IDENTIFIER: CANADA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 94P.

IN THIS 3-MONTH STUDY OF AIMS AND OBJECTIVES FOR EDUCATING CANADIAN INDIANS IN THE ONTARIO SCHOOLS, DATA WERE COLLECTED LARGELY VIA SECONDARY SOURCES, FIELD OBSERVATION, AND INTERVIEWING. IT WAS FOUND THAT THE ONTARIO GOVERNMENT HAS NO POLICY DIRECTED SPECIFICALLY FOR INDIAN STUDENTS; HOWEVER, THE FEDERAL GOVERNMENT DOES HAVE POLICIES DEVELOPED FOR REGISTERED TREATY INDIANS. IN THIS REPORT, THESE POLICIES ARE DESCRIBED ALONG WITH EDUCATIONAL OBJECTIVES AND RECOMMENDATIONS TO PROVIDE FOR EQUALITY, ACCOMMODATION, AND AUTONOMY FOR ONTARIO'S INDIAN CHILDREN. (LS)

ACCESSION NUMBER: ED062048

PUBLICATION DATE: 71

TITLE: JICARILLA APACHES.

PERSONAL AUTHOR: VAN ROEKEL, GERTRUDE B.

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; *CULTURAL BACKGROUND; CULTURAL FACTORS; *EDUCATION; *GOVERNMENT ROLE; *HISTORY; PROBLEMS; RELIGIOUS CULTURAL GROUPS; RESERVATIONS (INDIAN); RURAL AREAS; SOCIAL CHANGE; TRIBES

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 86P.

GERONIMO'S SURRENDER IN 1886 ENDED SOME 200 YEARS' WARFARE AGAINST ENCROACHING WHITE MAN IN THAT BROAD AREA ABUTTING THE ROCKY MOUNTAINS. THUS, THE FREE-ROAMING PERIOD OF APACHE LIFE, MARKED BY REPEATED INSTANCES OF BAD FAITH AND BROKEN TREATIES, WAS ENDED AND THE JICARILLA APACHES WERE DELIVERED TO THEIR RESERVATION IN NORTHERN NEW MEXICO. THE FIRST 25 YEARS ON THE RESERVATION, FROM 1887 TO 1912, WAS A PERIOD OF ADJUSTMENT, WHEN TRIBAL RELIGIOUS BELIEFS CONTINUED TO DOMINATE APACHE CULTURE. FROM 1912 TO 1937, LIFE CHANGED FROM A BARE SUBSISTENCE LEVEL TO THE BEGINNINGS OF BETTER CONDITIONS. THE INDIAN REORGANIZATION ACT OF 1934, ADOPTED BY THE APACHES IN 1937, OPENED THE DOOR TO INDIAN SELF-GOVERNMENT. THE FORMER WIRT TRADING POST BECAME THE JICARILLA COOPERATIVE ENTERPRISE AND THE APACHES, WHOSE LIFE-STYLE HAD BEEN BASED ON SHARING AND LIVING FOR THE PRESENT, BEGAN TO ACCEPT SUCH WESTERN CONCEPTS AS ACQUIRING AND BUILDING FOR THE FUTURE. THEN, DURING EISENHOWER'S ADMINISTRATION, THE INDIAN REGAINED HIS PERSONAL DIGNITY WHEN HE WAS ENCOURAGED TO ENTER THE MAINSTREAM OF AMERICAN LIFE BY GOING OFF THE RESERVATION OR BY REMAINING AT HOME TO JOIN THE LABOR MARKET PROVIDED FOR HIM. WITH THE ORGANIZATION OF AN INTERTRIBAL PRESSURE GROUP, THE NATIONAL COUNCIL OF AMERICAN INDIANS, THE INDIAN VOICE IS NOW BEING HEARD. BEFORE THE FOURTH 25-YEAR PERIOD OF THIS APACHE HISTORY ENDS IN 1987, IT IS EXPECTED THAT DEPENDENCE ON THE PATERNALISM OF THE FEDERAL GOVERNMENT WILL BE A THING OF THE PAST. (AUTHOR/LS)

AVAILABILITY: THE NAYLOR COMPANY, 1015 CULEBRA AVENUE, BOX 1838, SAN ANTONIO, TEXAS 78201 ($5.95 PLUS POSTAGE)

ACCESSION NUMBER: ED062053

PUBLICATION DATE: 71

TITLE: MATERIALS PREPARED ALL OR IN PART AS RESULT OF OFFICE OF EDUCATION SMALL RESEARCH GRANT OEG-9-9-[illegible]0076-0050(057) TO NAVAJO COMMUNITY COLLEGE .

PERSONAL AUTHOR: GORMAN, HOWARD; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANTHROPOLOGY; *COLLEGE PROGRAMS; COMMUNITY COLLEGES; *COURSE CONTENT; ETHNIC GROUPS; ETHNIC STUDIES; *ETHNOLOGY; GOVERNMENT ROLE; HISTORY; INSTRUCTIONAL MATERIALS; LANGUAGE DEVELOPMENT; *MYTHOLOGY

IDENTIFIER: NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 215P.

THROUGH FUNDS PROVIDED BY THE U.S. OFFICE OF EDUCATION AND THE NAVAJO COMMUNITY COLLEGE, A MAJOR ACCOMPLISHMENT WAS REALIZED IN THE DEVELOPMENT OF A NAVAJO STUDIES CURRICULUM THAT REFLECTS THE THINKING OF THE NAVAJOS THEMSELVES. THE MOST SUCCESSFUL ASPECT OF THE PROJECT WAS THE IDENTIFICATION ON THE PART OF THE NAVAJOS OF WHAT THEY WANTED INCLUDED IN THE NAVAJO CULTURE CURRICULUM AT NAVAJO COMMUNITY COLLEGE. THIS DOCUMENT CONTAINS THESE MATERIALS, WHICH WERE DEVELOPED FOR USE MAINLY AT THE ADULT LEVEL. DUE TO THE INTEREST OF THE COMPILERS, THE MAJORITY OF MATERIALS RELATE TO THE AREA OF STUDY LABELED "THE ORIGIN OF THE NAVAJO." THAT PORTION OF NAVAJO CULTURE IS, IN EFFECT, THE NAVAJO BIBLE. IT SHOULD NOT BE THOUGHT, HOWEVER, THAT ALL OF THE MEDICINE MEN OR MEMBERS OF THE ADVISORY BOARD AGREED AS TO THE CONTENT OR THE SUBJECT MATTER INCLUDED SINCE, IN THE ORAL TRADITIONS, THERE IS NO UNIVERSALLY ACCEPTED, CORRECT VERSION. THUS, "THE ORIGIN OF THE NAVAJO" REFLECTS A NUMBER OF THE STORIES THAT THE NAVAJOS RESPECT, BUT THERE ARE EQUALLY VALID VARIATIONS EVEN TO THESE STORIES. THE SECOND GROUP OF CURRICULUM MATERIALS IS ENTITLED "THE GROWTH OF THE NAVAJO--UP TO 1960." MATERIALS INCLUDED IN THIS SECTION RELATE TO EVENTS SUCH AS THE LONG WALK AND STOCK REDUCTION. THE LAST GROUP OF CURRICULUM MATERIALS IS "THE NAVAJO TODAY AND TOMORROW, 1960-INTO THE FUTURE." MATERIALS COLLECTED UNDER THIS HEADING COME LARGELY FROM CURRENT TRIBAL OFFICIALS AND REFLECT THEIR EMPHASIS AS TO THOSE AREAS WHICH SHOULD RECEIVE ATTENTION. (LS)

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ACCESSION NUMBER: ED062057

PUBLICATION DATE: FEB 72

TITLE: INDIANS AND THEIR EDUCATION IN MINNEAPOLIS AND ST. PAUL. THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION, SERIES II, NO. 5, FINAL REPORT.

PERSONAL AUTHOR: HARKINS, ARTHUR M.; AND OTHERS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; COMMUNITY ATTITUDES; *CULTURAL BACKGROUND; *DISADVANTAGED YOUTH; *EDUCATIONAL PROBLEMS; ELEMENTARY SCHOOL STUDENTS; HIGH SCHOOL STUDENTS; JUNIOR HIGH SCHOOL STUDENTS; PARENT ATTITUDES; RACIAL INTEGRATION; STUDENT MOBILITY; TEACHER ATTITUDES; *URBAN YOUTH

IDENTIFIER: MINNEAPOLIS; ST. PAUL

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 99P.

PROBLEMS OF AMERICAN INDIANS LIVING IN MINNEAPOLIS AND ST. PAUL, MINNESOTA, ARE DISCUSSED IN THE SERIES OF REPORTS PRESENTED IN THIS DOCUMENT. INFORMATION GATHERED BY QUESTIONNAIRE FORMS THE BASIS FOR THE REPORTS ON JUNIOR HIGH SCHOOL INDIAN STUDENTS, ELEMENTARY SCHOOL INDIAN STUDENTS, TEACHERS OF ELEMENTARY AND JUNIOR HIGH SCHOOL INDIAN STUDENTS, AND ATTITUDES OF INDIAN PARENTS AND INFLUENTIAL PERSONS TOWARD FORMAL EDUCATION. AN EXAMINATION OF THE EDUCATIONAL PORTIONS OF THE 1968-69 URBAN INDIAN HEARINGS HELD BY THE NATIONAL COUNCIL ON INDIAN OPPORTUNITY IS ALSO PRESENTED. REPORTED CONCLUSIONS RELATING TO THE INDIANS IN THE METROPOLITAN AREA ARE THAT THERE APPEARS TO BE CONSIDERABLE NEED FOR (1) EDUCATION FOR NEWLY-ARRIVING INDIANS; (2) VOCATIONAL TRAINING FOR HIGH SCHOOL STUDENTS; (3) JOB TRAINING FOR THOSE OF HIGH SCHOOL AGE; (4) COLLEGE EDUCATION FOR THOSE WHO QUALIFY; (5) HOME ECONOMICS TRAINING FOR HOUSEWIVES; AND (6) EDUCATION AS TO METROPOLITAN AGENCIES, SERVICES, AND RESOURCES. RECOMMENDATIONS BASED ON THESE CONCLUSIONS ARE PRESENTED. RELATED DOCUMENTS ARE ED 042 214, ED 040 798, AND ED 045 275. (PS)

ACCESSION NUMBER: ED062058

PUBLICATION DATE: 71

TITLE: RURAL POVERTY AND THE URBAN CRISIS. A STRATEGY FOR REGIONAL DEVELOPMENT.

PERSONAL AUTHOR: HANSEN, NILES M.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; DEMOGRAPHY; *ECONOMIC DEVELOPMENT; EMPLOYMENT TRENDS; FARM LABOR; FEDERAL PROGRAMS; INDUSTRIALIZATION; *MEXICAN AMERICANS; MIGRATION PATTERNS; *POVERTY RESEARCH; RURAL AREAS; *RURAL URBAN DIFFERENCES; SOCIOECONOMIC INFLUENCES; TABLES (DATA); URBANIZATION

IDENTIFIER: APPALACHIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$13.16

DESCRIPTIVE NOTE: 363P.

ECONOMIC PROBLEMS IN RURAL AND URBAN SETTINGS ARE DISCUSSED IN THIS BOOK. CENTRAL CITIES, SUBURBS, AND RURAL AREAS ARE EXAMINED WITH PARTICULAR EMPHASIS ON PROBLEMS AND OPPORTUNITIES IN THE SOUTH AND IN THE APPALACHIAN REGION. THE REGIONAL COMMISSIONS (THE OZARKS REGION, NEW ENGLAND, ETC.) AND THE ROLE OF THE ECONOMIC DEVELOPMENT ADMINISTRATION ARE ALSO DISCUSSED. IN ADDITION, ECONOMIC CONDITIONS OF AMERICAN INDIANS AND MEXICAN AMERICANS ARE EXPLORED TO SHOW HOW GENERAL ECONOMIC PROCESSES AFFECT MEMBERS OF MINORITY GROUPS. OTHER AREAS COVERED IN THIS BOOK INCLUDE THE INDUSTRIALIZATION OF RURAL AMERICA, URBAN POLICY IN A MOBILE SOCIETY, AND LABOR MOBILITY. A SELECTED BIBLIOGRAPHY AND AN INDEX OF NAMES ARE APPENDED. (PS)

AVAILABILITY: INDIANA UNIVERSITY PRESS BOOK PUBLISHERS, 601 NORTH MORTON ST., BLOOMINGTON, INDIANA 47401 ($12.50 PLUS SHIPPING)

ACCESSION NUMBER: ED062060

PUBLICATION DATE: MAR 72

TITLE: AMERICAN INDIAN CIVIL RIGHTS HANDBOOK.

PERSONAL AUTHOR: SMITH, MICHAEL R.

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; EMPLOYMENT PROBLEMS; *FEDERAL LAWS; HOUSING; JUVENILE COURTS; LAW ENFORCEMENT; *LEGAL AID; *LEGAL PROBLEMS; RELIGION

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 89P.

THE CIVIL RIGHTS OF AMERICAN INDIANS, GUARANTEED BY THE FEDERAL CONSTITUTION AND THE 1968 INDIAN BILL OF RIGHTS, ARE DISCUSSED IN THIS HANDBOOK. THE 3 KINDS OF RIGHTS DISCUSSED ARE (1) THE FREEDOM OF RELIGION, SPEECH, PRESS, AND ASSEMBLY; (2) THE RIGHT TO DUE PROCESS OF LAW; AND (3) THE GUARANTEE OF EQUAL PROTECTION UNDER THE LAWS, OR FREEDOM FROM DISCRIMINATION. A DIRECTORY OF INFORMATION ON FILING COMPLAINTS IS ALSO PRESENTED, ALONG WITH A LISTING (BY STATES) OF LEGAL SERVICES PROGRAMS OF IMPORTANCE TO INDIANS. (PS)

ACCESSION NUMBER: ED062063

PUBLICATION DATE: 72

TITLE: AMERICAN INDIAN AUTHORS.

PERSONAL AUTHOR: MOMADAY, NATACHEE SCOTT

DESCRIPTOR: *AMERICAN INDIANS; *AMERICAN LITERATURE; *AUTHORS; BIOGRAPHIES; BOOKS; ESSAYS; FICTION; FOLKLORE BOOKS; *INSTRUCTIONAL MATERIALS; *LEGENDS; LYRIC POETRY; SUPPLEMENTARY READING MATERIALS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 151P.

TWENTY-SIX SELECTIONS BY 15 CONTEMPORARY AMERICAN INDIAN AUTHORS ARE GIVEN IN THIS BOOK. THE SELECTIONS--LEGENDS, CEREMONIAL CHANTS AND PRAYERS, POEMS, AND STORIES--ARE ACCOMPANIED BY TOPICS FOR DISCUSSION. SOME OF THE SELECTIONS DEAL WITH THE SUPERNATURAL, AND SOME TELL AN ACTUAL STORY ABOUT THE AUTHOR. PICTURES AND SHORT BIOGRAPHIES OF EACH AUTHOR ARE INCLUDED. A LIST OF THE MAJOR TRIBES IN EACH STATE IS ALSO INCLUDED. (NQ)

AVAILABILITY: HOUGHTON MIFFLIN, 6626 OAKBROOK BOULEVARD, DALLAS, TEXAS 75235 ($2.00)

ACCESSION NUMBER: ED062070

PUBLICATION DATE: JUL 71

TITLE: A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART I, A SUMMARY OF THE RESEARCH LITERATURE.

PERSONAL AUTHOR: BIGLIN, J. E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; ANNOTATED BIBLIOGRAPHIES; *EDUCATION; *LITERATURE REVIEWS; *PARENT ATTITUDES; PUBLIC SCHOOLS; *RESEARCH; RESERVATIONS (INDIAN); VALUES

IDENTIFIER: HOPIS; NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 127P.

PURPOSES OF THIS STUDY WERE TO DETERMINE WHAT NAVAJO AND HOPI PARENTS DESIRE OF PUBLIC EDUCATION ON THE RESERVATIONS, TO IDENTIFY SIGNIFICANT VALUES OF THE PARENTS, AND TO MODIFY AND STRENGTHEN THE SCHOOL PROGRAM IN A MANNER CONSISTENT WITH THE RESEARCH FINDINGS. PART I, THE FIRST OF AN 8-VOLUME REPORT THAT IS DIVIDED INTO 3 PARTS, DEALS WITH SIGNIFICANT RESEARCH AND LITERATURE PREVIOUSLY DONE ON PARENTAL ATTITUDES AND VALUES TOWARD EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART I WAS COMPILED TO PROVIDE BACKGROUND INFORMATION FOR THIS STUDY, TO SERVE AS A SUMMARY TO THOSE WORKING IN INDIAN EDUCATION, AND TO PROVIDE A GUIDE TO RESEARCH LITERATURE FOR THOSE DESIRING MORE IN-DEPTH INFORMATION IN THIS AREA. THE DOCUMENT TAKES THE FORM OF A BIBLIOGRAPHY CONTAINING ANNOTATIONS, SUMMARIES, OR EXCERPTS WITH EACH OF THE APPROXIMATELY 80 CITATIONS; THE WORKS CITED CAN BE OBTAINED FROM THE NORTHERN ARIZONA UNIVERSITY LIBRARY, THE MUSEUM OF NORTHERN ARIZONA LIBRARY, OR THE FLAGSTAFF PUBLIC LIBRARY, FLAGSTAFF, ARIZONA (CALL NUMBERS ARE PROVIDED WITH MOST CITATIONS). (LS)

ACCESSION NUMBER: ED062071

PUBLICATION DATE: OCT 71

TITLE: A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES CHINLE .

PERSONAL AUTHOR: BIGLIN, J. E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *CULTURAL FACTORS; CURRICULUM; *EDUCATION; *PARENT ATTITUDES; *PUBLIC SCHOOLS; QUESTIONNAIRES; RESEARCH; RESERVATIONS (INDIAN); RURAL URBAN DIFFERENCES; SCHOOL DISTRICT AUTONOMY; SCHOOL POLICY; SCHOOL SERVICES; SOCIAL BEHAVIOR; SOCIAL FACTORS; TABLES (DATA); TEACHER CHARACTERISTICS; VALUES

IDENTIFIER: HOPIS; NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 188P.

OBJECTIVES OF THIS STUDY WERE (1) TO DETERMINE THE PARENTAL ATTITUDES OF THOSE PARENTS WHO RESIDE IN THE CHINLE, KEAMS CANYON, KAYENTA, GANADO, WINDOW ROCK, OR TUBA CITY SCHOOL DISTRICT TOWARD PUBLIC EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS IN THE AREAS OF TEACHERS, CURRICULUM, SOCIAL BEHAVIORS OF CHILDREN, SCHOOL SERVICES, SCHOOL POLICIES, CONTROL OF SCHOOLS, AND COMPARISON BETWEEN TYPES OF EDUCATIONAL SYSTEMS ON THE RESERVATIONS AND (2) TO TEST THE SIGNIFICANCE OF DIFFERENCES IN ATTITUDES BETWEEN THE PARENTS AS A FUNCTION OF EDUCATIONAL LEVEL, AGE, SOCIAL CLASS MEMBERSHIP, RACE, AND RURAL-URBAN AFFILIATION. PARENTAL ATTITUDES WERE MEASURED BY AN INSTRUMENT (APPENDED TO THE REPORT) ESPECIALLY DESIGNED FOR THIS STUDY WHEREIN 23 BILINGUAL, TRAINED INTERVIEWERS MADE VISITATIONS TO THE HOMES OF 520 PARENTS, OR ABOUT 10% OF ALL PARENTS ENROLLING CHILDREN IN THE 6 PUBLIC SCHOOL DISTRICTS PARTICIPATING IN THIS STUDY. APPROXIMATELY 13% OF THE PARENT SAMPLE WAS NON-INDIAN, WHILE 87% WAS INDIAN. EACH OF THE 97 ITEMS ON THE QUESTIONNAIRE WAS ANALYZED ACCORDING TO EDUCATIONAL LEVEL, AGE, SOCIAL CLASS, RACE, ANF RURAL-URBAN AFFILIATION. THIS VOLUME REPORTS THE OVERALL RESULTS FROM ALL 6 DISTRICTS TOGETHER AND SEPARATE RESULTS FROM THE CHINLE DISTRICT. FINDINGS REVEALED, FOR EXAMPLE, THAT THE TEACHER IS THE MOST INFLUENTIAL SINGLE FACTOR AFFECTING THE SUCCESSFUL EDUCATIONAL PROGRAM AND THAT THE PARENTS SUPPORT THE CONCEPT OF VOCATIONAL EDUCATION, DESIRE THE TEACHING OF NAVAJO OR HOPI RELIGION, AND PREFER THAT THEIR CHILDREN ATTEND PUBLIC SCHOOL. (LS)

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ACCESSION NUMBER: ED062072

PUBLICATION DATE: OCT 71

TITLE: A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES KEAMS CANYON .

PERSONAL AUTHOR: BIGLIN, J. E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *CULTURAL FACTORS; CURRICULUM; *EDUCATION; *PARENT ATTITUDES; *PUBLIC SCHOOLS; QUESTIONNAIRES; RESEARCH; RESERVATIONS (INDIAN); RURAL URBAN DIFFERENCES; SCHOOL DISTRICT AUTONOMY; SCHOOL POLICY; SCHOOL SERVICES; SOCIAL BEHAVIOR; SOCIAL FACTORS; TABLES (DATA); TEACHER CHARACTERISTICS; VALUES

IDENTIFIER: HOPIS; NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 187P.

OBJECTIVES OF THIS STUDY WERE (1) TO DETERMINE THE PARENTAL ATTITUDES OF THOSE PARENTS WHO RESIDE IN THE CHINLE, KEAMS CANYON, KAYENTA, GANADO, WINDOW ROCK, OR TUBA CITY SCHOOL DISTRICT TOWARD PUBLIC EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS IN THE AREAS OF TEACHERS, CURRICULUM, SOCIAL BEHAVIORS OF CHILDREN, SCHOOL SERVICES, SCHOOL POLICIES, CONTROL OF SCHOOLS, AND COMPARISON BETWEEN TYPES OF EDUCATIONAL SYSTEMS ON THE RESERVATIONS AND (2) TO TEST THE SIGNIFICANCE OF DIFFERENCES IN ATTITUDES BETWEEN THE PARENTS AS A FUNCTION OF EDUCATIONAL LEVEL, AGE, SOCIAL CLASS MEMBERSHIP, RACE, AND RURAL-URBAN AFFILIATION. PARENTAL ATTITUDES WERE MEASURED BY AN INSTRUMENT (APPENDED TO THE REPORT) ESPECIALLY DESIGNED FOR THIS STUDY WHEREIN 23 BILINGUAL, TRAINED INTERVIEWERS MADE VISITATIONS TO THE HOMES OF 520 PARENTS, OR ABOUT 10% OF ALL PARENTS ENROLLING CHILDREN IN THE 6 PUBLIC SCHOOL DISTRICTS PARTICIPATING IN THIS STUDY. APPROXIMATELY 13% OF THE PARENT SAMPLE WAS NON-INDIAN, WHILE 87% WAS INDIAN. EACH OF THE 97 ITEMS ON THE QUESTIONNAIRE WAS ANALYZED ACCORDING TO EDUCATIONAL LEVEL, AGE, SOCIAL CLASS, RACE, AND RURAL-URBAN AFFILIATION. THIS VOLUME REPORTS THE OVERALL RESULTS FROM ALL 6 DISTRICTS TOGETHER AND SEPARATE RESULTS FROM THE KEAMS CANYON DISTRICT. FINDINGS REVEALED, FOR EXAMPLE, THAT THE TEACHER IS THE MOST INFLUENTIAL SINGLE FACTOR AFFECTING THE SUCCESSFUL EDUCATIONAL PROGRAM AND THAT THE PARENTS SUPPORT THE CONCEPT OF VOCATIONAL EDUCATION, DESIRE THE TEACHING OF NAVAJO OR HOPI RELIGION, AND PREFER THAT THEIR CHILDREN ATTEND PUBLIC SCHOOL. (LS)

ACCESSION NUMBER: ED062073

PUBLICATION DATE: OCT 71

TITLE: A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES WINDOW ROCK .

PERSONAL AUTHOR: BIGLIN, J. E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *CULTURAL FACTORS; CURRICULUM; *EDUCATION; *PARENT ATTITUDES; *PUBLIC SCHOOLS; QUESTIONNAIRES; RESEARCH; RESERVATIONS (INDIAN); RURAL URBAN DIFFERENCES; SCHOOL DISTRICT AUTONOMY; SCHOOL POLICY; SCHOOL SERVICES; SOCIAL BEHAVIOR; SOCIAL FACTORS; TABLES (DATA); TEACHER CHARACTERISTICS; VALUES

IDENTIFIER: HOPIS; NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 199P.

OBJECTIVES OF THIS STUDY WERE (1) TO DETERMINE THE PARENTAL ATTITUDES OF THOSE PARENTS WHO RESIDE IN THE CHINLE, KEAMS CANYON, KAYENTA, GANADO, WINDOW ROCK, OR TUBA CITY SCHOOL DISTRICT TOWARD PUBLIC EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS IN THE AREAS OF TEACHERS, CURRICULUM, SOCIAL BEHAVIORS OF CHILDREN, SCHOOL SERVICES, SCHOOL POLICIES, CONTROL OF SCHOOLS, AND COMPARISON BETWEEN TYPES OF EDUCATIONAL SYSTEMS ON THE RESERVATIONS AND (2) TO TEST THE SIGNIFICANCE OF DIFFERENCES IN ATTITUDES BETWEEN THE PARENTS AS A FUNCTION OF EDUCATIONAL LEVEL, AGE, SOCIAL CLASS MEMBERSHIP, RACE, AND RURAL-URBAN AFFILIATION. PARENTAL ATTITUDES WERE MEASURED BY AN INSTRUMENT (APPENDED TO THE REPORT) ESPECIALLY DESIGNED FOR THIS STUDY WHEREIN 23 BILINGUAL, TRAINED INTERVIEWERS MADE VISITATIONS TO THE HOMES OF 520 PARENTS, OR ABOUT 10% OF ALL PARENTS ENROLLING CHILDREN IN THE 6 PUBLIC SCHOOL DISTRICTS PARTICIPATING IN THIS STUDY. APPROXIMATELY 13% OF THE PARENT SAMPLE WAS NON-INDIAN, WHILE 87% WAS INDIAN. EACH OF THE 97 ITEMS ON THE QUESTIONNAIRE WAS ANALYZED ACCORDING TO EDUCATIONAL LEVEL, AGE, SOCIAL CLASS, RACE, AND RURAL-URBAN AFFILIATION. THIS VOLUME REPORTS THE OVERALL RESULTS FROM ALL 6 DISTRICTS TOGETHER AND SEPARATE RESULTS FROM THE WINDOW ROCK DISTRICT. FINDINGS REVEALED, FOR EXAMPLE, THAT THE TEACHER IS THE MOST INFLUENTIAL SINGLE FACTOR AFFECTING THE SUCCESSFUL EDUCATIONAL PROGRAM AND THAT THE PARENTS SUPPORT THE CONCEPT OF VOCATIONAL EDUCATION, DESIRE THE TEACHING OF THE NAVAJO OR HOPI RELIGION, AND PREFER THAT THEIR CHILDREN ATTEND PUBLIC SCHOOL. (LS)

ACCESSION NUMBER: ED062074

PUBLICATION DATE: OCT 71

TITLE: A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES GANADO .

PERSONAL AUTHOR: BIGLIN, J. E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *CULTURAL FACTORS; CURRICULUM; *EDUCATION; *PARENT ATTITUDES; *PUBLIC SCHOOLS; QUESTIONNAIRES; RESEARCH; RESERVATIONS (INDIAN); RURAL URBAN DIFFERENCES; SCHOOL DISTRICT AUTONOMY; SCHOOL POLICY; SCHOOL SERVICES; SOCIAL BEHAVIOR; SOCIAL FACTORS; TABLES (DATA); TEACHER CHARACTERISTICS; VALUES

IDENTIFIER: HOPIS; NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 200P.

OBJECTIVES OF THIS STUDY WERE (1) TO DETERMINE THE PARENTAL ATTITUDES OF THOSE PARENTS WHO RESIDE IN THE CHINLE, KEAMS CANYON, KAYENTA, GANADO, WINDOW ROCK, OR TUBA CITY SCHOOL DISTRICT TOWARD PUBLIC EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS IN THE AREAS OF TEACHERS, CURRICULUM, SOCIAL BEHAVIORS OF CHILDREN, SCHOOL SERVICES, SCHOOL POLICIES, CONTROL OF SCHOOLS, AND COMPARISON BETWEEN TYPES OF EDUCATIONAL SYSTEMS ON THE RESERVATIONS AND (2) TO TEST THE SIGNIFICANCE OF DIFFERENCES IN ATTITUDES BETWEEN THE PARENTS AS A FUNCTION OF EDUCATIONAL LEVEL, AGE, SOCIAL CLASS MEMBERSHIP, RACE, AND RURAL-URBAN AFFILIATION. PARENTAL ATTITUDES WERE MEASURED BY AN INSTRUMENT (APPENDED TO THE REPORT) ESPECIALLY DESIGNED FOR THIS STUDY WHEREIN 23 BILINGUAL, TRAINED INTERVIEWERS MADE VISITATIONS TO THE HOMES OF 520 PARENTS, OR ABOUT 10% OF ALL PARENTS ENROLLING CHILDREN IN THE 6 PUBLIC SCHOOL DISTRICTS PARTICIPATING IN THIS STUDY. APPROXIMATELY 13% OF THE PARENT SAMPLE WAS NON-INDIAN, WHILE 87% WAS INDIAN. EACH OF THE 97 ITEMS ON THE QUESTIONNAIRE WAS ANALYZED ACCORDING TO EDUCATIONAL LEVEL, AGE, SOCIAL CLASS, RACE, AND RURAL-URBAN AFFILIATION. THIS VOLUME REPORTS THE OVERALL RESULTS FROM ALL 6 DISTRICTS TOGETHER AND SEPARATE RESULTS FROM THE GANADO DISTRICT. FINDINGS REVEALED, FOR EXAMPLE, THAT THE TEACHER IS THE MOST INFLUENTIAL SINGLE FACTOR AFFECTING THE SUCCESSFUL EDUCATIONAL PROGRAM AND THAT PARENTS SUPPORT THE CONCEPT OF VOCATIONAL EDUCATION, DESIRE THE TEACHING OF THE NAVAJO OR HOPI RELIGION, AND PREFER THAT THEIR CHILDREN ATTEND PUBLIC SCHOOL. (LS)

ACCESSION NUMBER: ED062075

PUBLICATION DATE: OCT 71

TITLE: A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES TUBA CITY .

PERSONAL AUTHOR: BIGLIN, J. E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *CULTURAL FACTORS; CURRICULUM; *EDUCATION; *PARENT ATTITUDES; *PUBLIC SCHOOLS; QUESTIONNAIRES; RESEARCH; RESERVATIONS (INDIAN); RURAL URBAN DIFFERENCES; SCHOOL DISTRICT AUTONOMY; SCHOOL POLICY; SCHOOL SERVICES; SOCIAL BEHAVIOR; SOCIAL FACTORS; TABLES (DATA); TEACHER CHARACTERISTICS; VALUES

IDENTIFIER: HOPIS; NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 200P.

OBJECTIVES OF THIS STUDY WERE (1) TO DETERMINE THE PARENTAL ATTITUDES OF THOSE PARENTS WHO RESIDE IN THE CHINLE, KEAMS CANYON, KAYENTA, GANADO, WINDOW ROCK, OR TUBA CITY SCHOOL DISTRICT TOWARD PUBLIC EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS IN THE AREAS OF TEACHERS, CURRICULUM, SOCIAL BEHAVIORS OF CHILDREN, SCHOOL SERVICES, SCHOOL POLICIES, CONTROL OF SCHOOLS, AND COMPARISON BETWEEN TYPES OF EDUCATIONAL SYSTEMS ON THE RESERVATIONS AND (2) TO TEST THE SIGNIFICANCE OF DIFFERENCES IN ATTITUDES BETWEEN THE PARENTS AS A FUNCTION OF EDUCATIONAL LEVEL, AGE, SOCIAL CLASS MEMBERSHIP, RACE, AND RURAL-URBAN AFFILIATION. PARENTAL ATTITUDES WERE MEASURED BY AN INSTRUMENT (APPENDED TO THE REPORT) ESPECIALLY DESIGNED FOR THIS STUDY WHEREIN 23 BILINGUAL, TRAINED INTERVIEWERS MADE VISITATIONS TO THE HOMES OF 520 PARENTS, OR ABOUT 10% OF ALL PARENTS ENROLLING CHILDREN IN THE 6 PUBLIC SCHOOL DISTRICTS PARTICIPATING IN THIS STUDY. APPROXIMATELY 13% OF THE PARENT SAMPLE WAS NON-INDIAN, WHILE 87% WAS INDIAN. EACH OF THE 97 ITEMS ON THE QUESTIONNAIRE WAS ANALYZED ACCORDING TO EDUCATIONAL LEVEL, AGE, SOCIAL CLASS, RACE, AND RURAL-URBAN AFFILIATION. THIS VOLUME REPORTS THE OVERALL RESULTS FROM ALL 6 DISTRICTS TOGETHER AND SEPARATE RESULTS FROM THE TUBA CITY SCHOOL DISTRICT. FINDINGS REVEALED, FOR EXAMPLE, THAT THE TEACHER IS THE MOST INFLUENTIAL SINGLE FACTOR AFFECTING THE SUCCESSFUL EDUCATIONAL PROGRAM AND THAT PARENTS SUPPORT THE CONCEPT OF VOCATIONAL EDUCATION, DESIRE THE TEACHING OF THE NAVAJO OR HOPI RELIGION, AND PREFER THAT THEIR CHILDREN ATTEND PUBLIC SCHOOL. (LS)

ACCESSION NUMBER: ED062076

PUBLICATION DATE: OCT 71

TITLE: A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART II, PARENTAL ATTITUDES KAYENTA .

PERSONAL AUTHOR: BIGLIN, J. E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *CULTURAL FACTORS; CURRICULUM; *EDUCATION; *PARENT ATTITUDES; *PUBLIC SCHOOLS; QUESTIONNAIRES; RESEARCH; RESERVATIONS (INDIAN); RURAL URBAN DIFFERENCES; SCHOOL DISTRICT AUTONOMY; SCHOOL POLICY; SCHOOL SERVICES; SOCIAL BEHAVIOR; SOCIAL FACTORS; TABLES (DATA); TEACHER CHARACTERISTICS; VALUES

IDENTIFIER: HOPIS; NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTIVE NOTE: 209P.

OBJECTIVES OF THIS STUDY WERE (1) TO DETERMINE THE PARENTAL ATTITUDES OF THOSE PARENTS WHO RESIDE IN THE CHINLE, KEAMS CANYON, KAYENTA, GANADO, WINDOW ROCK, OR TUBA CITY SCHOOL DISTRICT TOWARD PUBLIC EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS IN THE AREAS OF TEACHERS, CURRICULUM, SOCIAL BEHAVIORS OF CHILDREN, SCHOOL SERVICES, SCHOOL POLICIES, CONTROL OF SCHOOLS, AND COMPARISON BETWEEN TYPES OF EDUCATIONAL SYSTEMS ON THE RESERVATIONS AND (2) TO TEST THE SIGNIFICANCE OF DIFFERENCES IN ATTITUDES BETWEEN THE PARENTS AS A FUNCTION OF EDUCATIONAL LEVEL, AGE, SOCIAL CLASS MEMBERSHIP, RACE, AND RURAL-URBAN AFFILIATION. PARENTAL ATTITUDES WERE MEASURED BY AN INSTRUMENT (APPENDED TO THE REPORT) ESPECIALLY DESIGNED FOR THIS STUDY WHEREIN 23 BILINGUAL, TRAINED INTERVIEWERS MADE VISITATIONS TO THE HOMES OF 520 PARENTS, OR ABOUT 10% OF ALL PARENTS ENROLLING CHILDREN IN THE 6 PUBLIC SCHOOL DISTRICTS PARTICIPATING IN THIS STUDY. APPROXIMATELY 13% OF THE PARENT SAMPLE WAS NON-INDIAN, WHILE 87% WAS INDIAN. EACH OF THE 97 ITEMS ON THE QUESTIONNAIRE WAS ANALYZED ACCORDING TO EDUCATIONAL LEVEL, AGE, SOCIAL CLASS, RACE, AND RURAL-URBAN AFFILIATION. THIS VOLUME REPORTS THE OVERALL RESULTS FROM ALL 6 DISTRICTS TOGETHER AND SEPARATE RESULTS FROM THE KAYENTA DISTRICT. FINDINGS REVEALED, FOR EXAMPLE, THAT THE TEACHER IS THE MOST INFLUENTIAL SINGLE FACTOR AFFECTING THE SUCCESSFUL EDUCATIONAL PROGRAM AND THAT THE PARENTS SUPPORT THE CONCEPT OF VOCATIONAL EDUCATION, DESIRE THE TEACHING OF NAVAJO OR HOPI RELIGION, AND PREFER THAT THEIR CHILDREN ATTEND PUBLIC SCHOOL. (LS)

ACCESSION NUMBER: ED062077

PUBLICATION DATE: APR 72

TITLE: A STUDY OF PARENTAL ATTITUDES AND VALUES TOWARDS EDUCATION ON THE NAVAJO AND HOPI RESERVATIONS. PART III, PARENTAL VALUES.

PERSONAL AUTHOR: BIGLIN, J. E.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *CULTURAL FACTORS; CURRICULUM; EDUCATION; *FIELD INTERVIEWS; PARENT ATTITUDES; *PROJECTIVE TESTS; RESEARCH; RESERVATIONS (INDIAN); SOCIAL FACTORS; TABLES (DATA); *VALUES

IDENTIFIER: HOPIS; NAVAJOS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 138P.

IN ORDER TO DETERMINE WHAT THE PARENTS OF CHILDREN ATTENDING PUBLIC SCHOOL ON THE NAVAJO AND HOPI RESERVATIONS WANT OF EDUCATION, A RANDOM SAMPLE OF 10% OF ALL PARENTS HAVING 1 OR MORE CHILDREN IN ATTENDANCE IN 1 OF THE 6 PUBLIC SCHOOL DISTRICTS ON THE RESERVATIONS WAS TAKEN. FOR THE SEGMENT OF THE STUDY DESCRIBED IN THIS VOLUME, A PROJECTIVE-TYPE TEST WAS DEVELOPED AND ADMINISTERED IN PARENTS' HOMES BY INTERVIEWERS WHO WERE SELECTED (BY RECOMMENDATIONS OBTAINED THROUGH LOCAL CHAPTER HOUSES) AS BEING RESPECTED AND SKILLED IN BILINGUAL COMMUNICATION. THE TRANSCRIPTS RESULTING FROM PARENTS' RESPONSES TO THE 3 PICTURES AND 5 QUESTIONS OF THE PROJECTIVE TEST WERE THEN ANALYZED, AND 10 "IDEAL" VALUES COMMON TO ALL PARENTS WERE IDENTIFIED BY MEANS OF A COUNT ON THEMES (KEY WORDS) RUNNING THROUGH THE TRANSCRIPTS. SIGNIFICANT DIFFERENCES BETWEEN TYPES OF PARENTS IN THE SAMPLE WERE THEN IDENTIFIED AS A FUNCTION OF RACIAL AFFILIATION, AND 10 "BEHAVIORAL" VALUES WERE IDENTIFIED FOR THE INDIAN PARENT AND 10 FOR THE NON-INDIAN PARENTS. IT WAS CONCLUDED THAT INDIAN PARENTS HAVE A STRONG DESIRE FOR (1) QUALITY EDUCATION FOR THEIR CHILDREN, (2) A STRONG ECONOMIC BASE, (3) VOCATIONAL PROGRAMS, (4) BILINGUAL PROGRAMS, AND (5) LOCAL CONTROL OF SCHOOLS. THIS DOCUMENT CONTAINS SAMPLES OF THE TRANSCRIPTS, DISCUSSIONS OF THE IDEAL AND BEHAVIORAL VALUES THAT WERE IDENTIFIED, AND A COPY OF THE PROJECTIVE TEST. (LS)

ACCESSION NUMBER: ED062078

PUBLICATION DATE: 31 DEC 71

TITLE: ARIZONA STATE ECONOMIC OPPORTUNITY OFFICE: ANNUAL REPORT, CALENDAR YEAR ENDING DECEMBER 31, 1971.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; COMMUNITY ACTION; COMMUNITY DEVELOPMENT; *COMMUNITY PROGRAMS; *ECONOMIC DEVELOPMENT; *ECONOMIC DISADVANTAGEMENT; EDUCATION; EMPLOYMENT PROGRAMS; FAMILY PLANNING; HEALTH SERVICES; JOB DEVELOPMENT; LEGAL AID PROJECTS; NEIGHBORHOOD CENTERS; SELF HELP PROGRAMS

IDENTIFIER: ARIZONA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 61P.

PRESENTED IS THE 5TH ANNUAL REPORT OF THE ARIZONA STATE ECONOMIC OPPORTUNITY OFFICE (SEOO). THE PURPOSE OF THE REPORT IS TO PROVIDE INTERESTED AGENCIES, PUBLIC OFFICIALS, AND THE GENERAL PUBLIC AN OVERVIEW OF SEOO PROGRAMS OPERATING IN ARIZONA. THE REPORT GIVES DESCRIPTIONS AND PURPOSES OF THESE VARIOUS PROGRAMS AND DISCUSSES GRANTS RECEIVED BY SEOO. A 2-PAGE SUMMARY OF A 1971 STUDY ON CAUSES OF POVERTY IN ARIZONA IS ALSO PROVIDED. FOLLOWING DESCRIPTIONS OF COMMUNITY ACTION PROJECTS (BY COUNTY OR INDIAN COMMUNITY ACTION AGENCY), ALL SINGLE-PURPOSE PROGRAMS OF RECORD IN THE STATE OFFICE ARE DESCRIBED. TABLES PROVIDE STATISTICAL DATA ON RECIPIENTS OF PUBLIC ASSISTANCE FUNDS (BY COUNTY), ASSISTANCE PAYMENTS (BY PROGRAM), AND DEMOGRAPHY OF ARIZONA COUNTIES AND INDIAN TRIBES IN TERMS OF POPULATION, INCOME, WELFARE STATUS, AND LABOR FORCE. A RELATED DOCUMENT IS ED 050 880. (MJB)

ACCESSION NUMBER: ED062080

PUBLICATION DATE: 31 MAR 72

TITLE: THE CREATION OF STORIES AND BEGINNING READING MATERIAL FOR PRE-SCHOOL INDIAN CHILDREN IN SOUTH DAKOTA. FINAL REPORT.

PERSONAL AUTHOR: WEBSTER, LORAINE; SCHLEIF, MABEL

DESCRIPTOR: *AMERICAN INDIANS; *CHILDRENS BOOKS; CULTURE; ELEMENTARY GRADES; *ENGLISH (SECOND LANGUAGE); ETIOLOGY; EVALUATION; HISTORY; LEGENDS; PRESCHOOL CHILDREN; READING ABILITY; READING DEVELOPMENT; READING LEVEL; *READING MATERIALS; READING RESEARCH; SELF CONCEPT; *STORY READING; VOCABULARY DEVELOPMENT

IDENTIFIER: SIOUX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 48P.

IN ORDER TO IMPROVE SELF-CONCEPTS, INCULCATE PRIDE OF HERITAGE, AND IMPROVE USE OF ENGLISH BY BUILDING LARGER SPEAKING AND READING VOCABULARIES IN SIOUX INDIAN CHILDREN, 2 SETS OF SIMPLE BOOKS WERE DEVELOPED. THE 1ST SET OF BOOKS, THE "READ ALOUD STORIES," CONTAINS 10 ILLUSTRATED BOOKS INTENDED TO BE READ TO PRESCHOOL AND EARLY ELEMENTARY STUDENTS WHO ARE NOT PROFICIENT READERS. EACH STORY, OF SIOUX ORIGIN, CONVEYS A SIMPLE CONCEPT TO THE CHILD CONCERNING HIS INDIAN HERITAGE. READING GRADE LEVELS AS DETERMINED BY THE SPACHE READABILITY FORMULA ARE GRADES 1.9 TO 3.4, ALTHOUGH THE BOOKS HAVE BEEN READ ALOUD OR USED AS READERS THROUGH 6TH GRADE. ALTHOUGH EVALUATION OF THESE BOOKS HAS BEEN LIMITED (THEY HAVE BEEN USED IN 7 SCHOOLS), REPORTS BY TEACHERS USING THE BOOKS HAVE BEEN FAVORABLE. THE 2ND SET OF BOOKS, THE "REBUS READING BOOK SERIES," CONTAINS 10 ILLUSTRATED BOOKS INTENDED FOR USE AS SUPPLEMENTARY READERS IN GRADES 1.779 THROUGH 2.2488 (SPACHE FORMULA). IN THESE BOOKS, ADAPTATIONS OF INDIAN FOLK TALES INTRODUCE READERS TO INDIAN CULTURAL HISTORY. INTERVIEW-QUESTIONNAIRE TECHNIQUE SHOWED THE USE OF REBUSES TO REDUCE VOCABULARY LOAD AND ALLOW FOR ANTICIPATION OF UNKNOWN STRUCTURE WORDS. NO STATISTICAL ANALYSIS WAS USED DUE TO THE LIMITED NUMBER OF SUBJECTS. INCLUDED IN THIS 3-PART REPORT ON PREPARATION OF THESE MATERIALS ARE PRELIMINARY PROJECT INFORMATION, OVERVIEWS OF THE 2 SETS OF BOOKS IN TERMS OF PREPARATION AND FINAL PRODUCT, EVALUATIONS OF THE 2 SERIES, TABLES OF READABILITY ANALYSIS (BY BOOK), APPENDICES SHOWING RESOURCE MATERIALS AND THE QUESTIONNAIRE, AND BIBLIOGRAPHIES OF MATERIALS USED IN BOOK PREPARATION. RC 006 115 AND RC 006 116 CONTAIN THE BOOK SETS. (MJB)

324

ACCESSION NUMBER: ED062081

PUBLICATION DATE: 31 MAR 72

TITLE: READ ALOUD STORIES SERIES: A PRODUCT OF A PROJECT TO CREATE STORIES AND BEGINNING READING MATERIALS FOR PRE-SCHOOL INDIAN CHILDREN IN SOUTH DAKOTA.

PERSONAL AUTHOR: WEBSTER, LORAINE; SCHLEIF, MABEL

DESCRIPTOR: *AMERICAN INDIANS; *CHILDRENS BOOKS; *CULTURAL AWARENESS; *ELEMENTARY GRADES; HISTORY; LANGUAGE ARTS; LEGENDS; READING LEVEL; *READING MATERIALS; STORY READING; VOCABULARY DEVELOPMENT

IDENTIFIER: SIOUX

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 178P.

THE "READ ALOUD STORIES" SERIES IN THIS DOCUMENT CONSISTS OF 10 BOOKLETS, EACH CONTAINING AN ILLUSTRATED STORY OF SIOUX ORIGIN WHICH IS INTENDED TO BE READ TO PRESCHOOL AND EARLY ELEMENTARY NON-PROFICIENT READERS (GRADES 1.9 TO 3.4). EACH STORY IS DESIGNED TO CONVEY A SIMPLE CONCEPT CONCERNING THE CHILD'S INDIAN HERITAGE AS WELL AS TO IMPROVE USE OF ENGLISH BY BUILDING LARGER SPEAKING AND READING VOCABULARIES. A DESCRIPTION OF EACH STORY FOLLOWS: "LITTLE KITTEN EARNS A NAME" ILLUSTRATES EARLY SIOUX NAMING PRACTICES; "A DIFFERENT KIND OF CALENDAR" DEPICTS THE SIOUX LUNAR CALENDAR; "THE STORY OF THE PEACE PIPE" PRESENTS A TRADITIONAL INDIAN LEGEND; "TOMMY'S VISION" SHOWS THE IMPORTANCE OF SPIRITS AND THE VISION QUEST AMONG THE SIOUX; "A VISIT TO THE ZOO" SHOWS THE IMPORTANCE OF THE BUFFALO TO THE EARLY CULTURE OF THE PLAINS INDIANS; "AN OLD INDIAN GAME" DEPICTS A COMMON GAME OF THE SIOUX AND SHOWS THE IMPORTANCE OF THE HORSE TO THE PLAINS INDIANS; "AN INDIAN ARTIST" PORTRAYS THE ROLE OF MEN AND WOMEN IN THE IMPORTANT INDIAN ARTS AND CRAFTS; "THE WACIPI" SHOWS THE IMPORTANCE OF TRADITIONAL INDIAN DANCES AND HOW THE POW-WOW OF TODAY PROVIDES CONTINUITY FOR THE WACIPI; AND "WINNING THE EAGLE FEATHER: PORTRAYS THE IMPORTANCE OF THE EAGLE AND THE HONOR CONFERRED UPON THE INDIVIDUAL WHO EARNED THE RIGHT TO WEAR AN EAGLE FEATHER. (MJB)

ACCESSION NUMBER: ED062082

PUBLICATION DATE: 31 MAR 72

TITLE: REBUS READING BOOK SERIES: A PRODUCT OF A PROJECT TO CREATE STORIES AND BEGINNING READING MATERIAL FOR PRE-SCHOOL INDIAN CHILDREN IN SOUTH DAKOTA.

PERSONAL AUTHOR: WEBSTER, LORAINE; SCHLEIF, MABEL

DESCRIPTOR: *AMERICAN INDIANS; *CHILDRENS BOOKS; *CULTURAL AWARENESS; *ELEMENTARY GRADES; ENGLISH (SECOND LANGUAGE); FOLK CULTURE; HISTORY; LANGUAGE ARTS; LEGENDS; PRESCHOOL CHILDREN; READING LEVEL; *READING MATERIALS; STORY READING; VOCABULARY DEVELOPMENT

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 178P.

THE "REBUS READING BOOK SERIES" IN THIS DOCUMENT CONSISTS OF 10 BOOKLETS, EACH CONTAINING AN ILLUSTRATED STORY ADOPTED FROM AN INDIAN FOLK TALE. THE BOOKLETS, INTENDED FOR USE AS SUPPLEMENTARY READERS, ARE DESIGNED TO INTRODUCE READERS IN GRADES 1.7 TO 2.2 TO INDIAN CULTURAL HISTORY AS WELL AS TO IMPROVE USE OF ENGLISH BY BUILDING LARGER SPEAKING AND READING VOCABULARIES. A DESCRIPTION OF EACH STORY FOLLOWS: "WHY THE ROBIN HAS A RED BREAST" DEPICTS HOW THE ROBIN SINGED HIS BREAST TO HELP AN INDIAN BOY; "FLYING JACK RABBIT GETS HIS NAME" SHOWS HOW A LITTLE BOY GETS HIS NAME BY SAVING THE JACK RABBIT FROM THE EAGLE; "WHY THE BEAR HAS A SHORT TAIL" TELLS HOW THE FOX TRICKS THE BEAR INTO ICE FISHING WITH HIS TAIL; "A BRAVE SCOUT" DEPICTS HOW A BUFFALO HUNT BECOMES A SAD EVENT FOR RED LEAF WHEN WOLVES COME TO EAT THE BUFFALO; "THE MAGIC BASKET" REVEALS HOW THE CEDAR TREE HELPS THE VILLAGE WOMEN BY GIVING A MAGIC BASKET THAT LOSES ITS MAGIC WHEN THE WOMEN BECOME LAZY; "THE KIND BEAN-MOUSE" TELLS HOW THE BEAN-MOUSE HELPS A HUNGRY FAMILY THAT IS PUNISHED WHEN THE SELFISH MOTHER STEALS FROM THE MOUSE; "HOW THE INDIANS GOT FIRE" DEPICTS HOW THE WOLF AND OTHER ANIMAL FRIENDS HELP THE INDIANS GET FIRE FROM 2 OLD WOMEN; "FISH FOR ALL" TELLS HOW THE WOLF TRICKS 2 OLD WOMEN SO HE CAN OPEN THE DAM AND LET OUT THE FISH; "WHY THE BEES CAN STING" REVEALS HOW THE GREAT SPIRIT GAVE STINGERS TO BEES SO THEY COULD DRIVE AWAY THE BEAR WHO STOLE THEIR HONEY; AND "DARK CLOUD" TELLS WHY SOME ANIMALS HIBERNATE ALL WINTER. (MJB)

ACCESSION NUMBER: ED062095

PUBLICATION DATE: 71

TITLE: RIF'S GUIDE TO BOOK SELECTION. SUPPLEMENT 2.

DESCRIPTOR: AMERICAN INDIANS; *BOOKLISTS; *ELEMENTARY GRADES; *ETHNIC GROUPS; NEGRO YOUTH; PROGRAM GUIDES; *READING INTERESTS; *READING PROGRAMS; SPANISH AMERICAN LITERATURE; SPANISH SPEAKING

IDENTIFIER: *READING IS FUNDAMENTAL PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 69P.

THE READING IS FUNDAMENTAL PROGRAM IS FUNDED BY THE FORD FOUNDATION AND SPONSORED BY THE SMITHSONIAN INSTITUTION. IT IS DESIGNED TO MOTIVATE CHILDREN TO READ THROUGH EXPERIENCING THE JOY AND PRIDE OF OWNING BOOKS OF THEIR OWN CHOICE. ITS PURPOSE IS TO HELP DEVELOP AND GIVE TECHNICAL ASSISTANCE TO A VARIETY OF MODEL PROJECTS THROUGHOUT THE COUNTRY. THIS SUPPLEMENT TO THE RIF GUIDE TO BOOK SELECTION IS PREPARED TO ASSIST RIF PROJECTS AND OTHER SIMILAR PROGRAMS TO SELECT AND PURCHASE INEXPENSIVE BOOKS, MAINLY PAPER BACKS, AT THE ELEMENTARY LEVEL. APPROXIMATELY 1,350 TITLES ARE INCLUDED IN THIS LISTING UNDER A GENERAL LIST AND SECTIONS FOR BLACK, INDIAN, AND SPANISH-SPEAKING ELEMENTARY STUDENTS. BOOKS ARE LISTED ALPHABETICALLY UNDER THE PUBLISHER. EACH ENTRY ALSO INCLUDES INFORMATION ON SUGGESTED READING AND INTEREST LEVELS, PRICE, AND A BRIEF DESCRIPTIVE ANNOTATION. (AW)

ACCESSION NUMBER: ED062254

PUBLICATION DATE: 71

TITLE: SOCIAL STUDIES: AMERICAN INDIAN.

PERSONAL AUTHOR: FOREMEN, LAURIE K.

DESCRIPTOR: ACTIVITY UNITS; *AMERICAN INDIAN CULTURE; AMERICAN INDIANS; BEHAVIORAL OBJECTIVES; CROSS CULTURAL TRAINING; *CULTURAL AWARENESS; CURRICULUM GUIDES; ETHNIC GROUPS; *ETHNIC STUDIES; GOVERNMENT ROLE; JUNIOR HIGH SCHOOLS; RESOURCE GUIDES; SECONDARY GRADES; *SOCIAL STUDIES UNITS; TRIBES; *UNITED STATES HISTORY

IDENTIFIER: AMERICAN STUDIES; FLORIDA; *QUINMESTER PROGRAM

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 27P.; AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

JUNIOR HIGH STUDENTS TAKING THE ELECTIVE AMERICAN STUDIES QUINMESTER COURSE, "THE AMERICAN INDIAN", WILL STUDY INDIAN CULTURE AND HISTORY, AND UNITED STATES GOVERNMENT POLICY TOWARD INDIANS. IT IS HOPED THAT STUDENTS WILL LEARN TO APPRECIATE THE CONTRIBUTIONS THAT INDIANS MADE TO THIS NATION AND WILL AVOID THE KIND OF STEREOTYPING THAT FREQUENTLY SEEMS TO OCCUR. IN THE FOUR UNITS WHICH OUTLINE THE COURSE THE STUDENTS WILL EXAMINE AND ANALYZE: 1) THE CULTURE OF AMERICAN INDIANS, PLACING EMPHASIS ON FIVE MAIN CULTURAL AREAS, WAYS OF LIVING, AND MAIN CULTURAL GROUPS; 2) INDIAN AID TO EARLY AMERICANS, AND INDIAN CONTRIBUTIONS THAT ARE PART OF AMERICAN CULTURE TODAY; 3) PROBLEMS OF AMERICAN INDIANS TODAY, SUCH AS POVERTY AND PREJUDICE, HISTORICAL POLICIES OF THE FEDERAL GOVERNMENT TOWARD INDIANS, CONFLICTING VALUES BETWEEN INDIANS AND WHITE MEN, AND PSYCHOLOGICAL ILLS OF RESERVATION LIFE; AND, 4) THE FUTURE OF AMERICAN INDIANS CURRENT INDIAN MOVEMENT, FEDERAL POLICY TODAY, AND ASSIMILATION VS. SEPARATISM. RELATED DOCUMENTS ARE: SO 002 708 THROUGH SO 002 718, SO 002 768 THROUGH SO 002 792, AND, SO 002 949 THROUGH SO 002 970. (AUTHOR/SJM)

ACCESSION NUMBER: ED062469

PUBLICATION DATE: 70

TITLE: ETHNIC MODIFICATION OF THE CURRICULUM.

PERSONAL AUTHOR: DUNFEE, MAXINE

DESCRIPTOR: AFRICAN AMERICAN STUDIES; AMERICAN INDIANS; BILINGUALISM; COMPENSATORY EDUCATION; *CONFERENCE REPORTS; CULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; EDUCATIONAL PHILOSOPHY; *ETHNIC STUDIES; LANGUAGE INSTRUCTION; NEGRO EDUCATION; *RELEVANCE (EDUCATION); *TEACHER EDUCATION; URBAN EDUCATION; URBAN STUDIES

EDRS PRICE: EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 52P.: REPORT OF A CONFERENCE ON ETHNIC MODIFICATION OF THE CURRICULUM, ST. LOUIS, MO., NOVEMBER 20-22, 1969

THIS PUBLICATION REPORTS THE PROCEEDINGS OF THE INVITATIONAL CONFERENCE ON ETHNIC MODIFICATION OF THE CURRICULUM--LATER REVISED BY THE PARTICIPANTS TO BE KNOWN AS THE INVITATIONAL CONVENTION ON CURRICULUM MODIFICATIONS FOR ETHNIC EMPHASES--CONVENED IN ST. LOUIS, MISSOURI ON NOVEMBER 20, 1969. THE PURPOSE OF THE INVITATIONAL CONFERENCE WAS TO CALL TOGETHER A SMALL GROUP OF PEOPLE TO EXPLORE THE QUESTION OF WHAT MODIFICATIONS OF THE CURRICULUM CAN BE MADE TO BETTER SERVE THE EDUCATIONAL NEEDS OF CHILDREN AND YOUTH FROM VARIOUS ETHNIC GROUPS. THOSE INVITED INCLUDED GENERALISTS FROM THE CURRICULUM FIELD AND THOSE WITH EXPERIENCE IN ETHNIC MODIFICATIONS. THE CONFERENCE INCLUDED FOUR SESSIONS. THE FIRST SESSION WAS AN ORIENTATION TO THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT AND ITS RELATION TO THE PURPOSES OF THE CONFERENCE, FOLLOWED BY A GENERAL DISCUSSION TO SHARPEN THE ISSUES AND PREPARE FOR THE LATER SEMINAR. THE SECOND AND THIRD SESSIONS INCLUDED TALKS GIVEN BY PARTICIPANTS ALREADY ACTIVELY INVOLVED IN EFFORTS TO MODIFY THE CURRICULUM TO GET AT DISTINCTIVE NEEDS OF VARIOUS ETHNIC GROUPS. THE FOURTH SESSION BEGAN WITH DISCUSSION OF THE DIFFERENCES IN RATIONALE IN THE APPROACHES TO CURRICULUM MODIFICATION. PARTICIPANTS WITH CURRICULUM RESPONSIBILITY WERE THEN INVITED TO PRESENT A SHORT ORAL STATEMENT ON THE KIND OF QUESTIONS THAT SHOULD BE POSED TO PERSONS CALLED UPON TO EXERT LEADERSHIP IN THIS AREA. (AUTHOR/JM)

AVAILABILITY: ASSOC. FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NEA, 1201 SIXTEENTH STREET, N. W., WASHINGTON, D. C. 20036 (611-17832; $1.00)

ACCESSION NUMBER: ED062478

PUBLICATION DATE: 71

TITLE: AMERICA'S OTHER YOUTH: GROWING UP POOR.

PERSONAL AUTHOR: GOTTLIEB, DAVID, ED.; HEINSOHN, ANNIE L., ED.

DESCRIPTOR: AMERICAN INDIANS; *DEPRESSED AREAS (GEOGRAPHIC); *DISADVANTAGED YOUTH; *ECONOMICALLY DISADVANTAGED; EDUCATIONAL DISADVANTAGEMENT; HUNGER; MEXICAN AMERICANS; *MIGRANT YOUTH; *MINORITY GROUP CHILDREN; NEGRO YOUTH; PUERTO RICANS; RURAL YOUTH; SOCIALLY DISADVANTAGED; URBAN YOUTH; YOUTH PROBLEMS

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 216P.

CONTENTS OF PART ONE, PUERTO RICAN YOUTH, OF THIS BOOK, INCLUDES: EXCERPTS FROM "TWO BLOCKS APART: JAN GONZALES AND PETER QUINN," C. MAYERSON; EXCERPTS FROM "UP FROM PUERTO RICO," E. PADILLA; EXCERPT FROM "SPANISH HARLEM," P. SEXTON; AND "POVERTY ON THE LOWER EAST SIDE . . .," P. MONTGOMERY. CONTENTS OF PART TWO, MIGRANT WORKERS YOUTH, INCLUDES: EXCERPTS FROM "THEY HARVEST DESPAIR" D. WRIGHT; AND EXCERPTS FROM "PEONAGE IN FLORIDA," R. COLES AND H. HUGE. CONTENTS OF PART THREE, MEXICAN-AMERICAN YOUTH," INCLUDE: EXCERPTS FROM "MEXICAN AMERICAN YOUTH...," C. HELLER; AND EXCERPTS FROM "SPANISH-SPEAKING CHILDREN OF THE SOUTHWEST," H. MANUAL. CONTENTS OF PART FOUR, "AMERICAN INDIAN YOUTH," INCLUDE: EXCERPTS FROM "CUSTER DIED FOR YOUR SINS," V. DELORIA, JR.; EXCERPTS FROM "THE NEW INDIANS," S. STEINER; AND "LO THE POOR INDIAN," R. NADER. CONTENTS OF PART FIVE, APPALACHIAN YOUTH, INCLUDE: "THE SCHOOLS OF APPALACHIA," P. SHRAG; "APPALACHIA: HUNGER IN THE HOLLOWS," R. COLES; AND EXCERPTS FROM "YESTERDAY'S PEOPLE," J. WELLER. CONTENTS OF PART SIX, BLACK YOUTH, INCLUDE: EXCERPTS FROM "MANCHILD IN THE PROMISED LAND," C. BROWN; EXCERPTS FROM "THE AUTOBIOGRAPHY OF MALCOLM X;" EXCERPTS FROM "COMING UP BLACK: PATTERNS OF GHETTO SOCIALIZATION," E. SCHULTZ; AND, EXCERPTS FROM "DEATH AT AN EARLY AGE," J. KOZOL. (JM)

AVAILABILITY: PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NEW JERSEY ($3.95)

ACCESSION NUMBER: ED062599

PUBLICATION DATE: 71

TITLE: ADULT EDUCATION IN BRITISH COLUMBIA.

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; BIBLIOGRAPHIES; *EDUCATIONAL PROGRAMS; ENGLISH (SECOND LANGUAGE); HEALTH EDUCATION; MEDICINE; PUBLIC SCHOOLS; REHABILITATION PROGRAMS; RURAL AREAS; UNIVERSITY EXTENSION

IDENTIFIER: *BRITISH COLUMBIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 120P.

ARTICLES ON EXISTING PROGRAMS OF ADULT EDUCATION OPERATING OUTSIDE OF INSTITUTIONAL SPONSORSHIP ARE PRESENTED. THE ARTICLES ABOUT ADULT EDUCATION CLASSES FOR INDIANS AND TEACHING ENGLISH AS A SECOND LANGUAGE REPORT DEVELOPMENTS IN PROGRAMS THAT HAVE ONLY RECENTLY BEEN ESTABLISHED, WHILE ARTICLES ON THE JUNIOR LEAGUE, ADULT ACTIVITIES IN THE COMMUNITY CENTERS OF VANCOUVER, AND RURAL ADULT EDUCATION INVENTORY EXISTING PROGRAM AREAS THAT HAVE NOT BEEN REPORTED PREVIOUSLY. THE SECOND SECTION CONTAINS ARTICLES ABOUT PUBLIC SCHOOL ADULT PROGRAMS, THE EXTENSION ACTIVITIES OF THE UNIVERSITY OF VICTORIA, AND THE COMMUNITY COLLEGES OF B. C. THE FINAL SECTION OF ARTICLES REVIEWS ADULT EDUCATION IN THE HEALTH SCIENCES AS IT HAS EMERGED IN CONTINUING MEDICAL EDUCATION AND AS IT MAY BE NEEDED IN REHABILITATION MEDICINE. A CHRONOLOGY OF THE EARLY HISTORY OF ADULT EDUCATION UNTIL 1914 AND A WORKING BIBLIOGRAPHY ABOUT ADULT EDUCATION IN BRITISH COLUMBIA ARE ALSO INCLUDED. (AUTHOR/CK)

JOURNAL CITATION: JOURNAL OF EDUCATION; N18 P1-129 W 1971

ACCESSION NUMBER: ED063003

PUBLICATION DATE: JUL 70

TITLE: LIBRARY SERVICE TO THE AMERICAN INDIANS IN THE SOUTHWEST.

PERSONAL AUTHOR: SARGENT, NANETTE

DESCRIPTOR: *AMERICAN INDIANS; BOOKMOBILES; EDUCATION; INSTRUCTIONAL MATERIALS CENTERS; *LIBRARY PROGRAMS; *LIBRARY SERVICES; READING

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 34P.;(54 REFERENCES); PAPER PRESENTED TO DR. ROY EVANS, UNIVERSITY OF MISSOURI, SCHOOL OF LIBRARY AND INFORMATION SCIENCE, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE MASTER OF ARTS IN LIBRARY SCIENCE

INFORMATION ABOUT LIBRARY SERVICE TO AMERICAN INDIANS IS POORLY DOCUMENTED AND DIFFICULT TO OBTAIN BECAUSE THERE HAS BEEN SO LITTLE OF IT. THERE HAVE BEEN NO LIBRARIES FOR INDIANS BECAUSE THERE WERE NO BOOKS IN INDIAN LANGUAGES, AND NO ONE TO READ THOSE IN THE ENGLISH LANGUAGE. THE GOVERNMENTAL PROGRAMS TO EDUCATE INDIAN CHILDREN HAVE NOT FAILED ENTIRELY, BUT HAVE ONLY BEGUN TO MEET THE NEEDS OF ALL CHILDREN. TO NARROW THE SEARCH FOR LIBRARY SERVICE TO INDIANS REQUIRES A CLOSE STUDY OF THE ENTIRE AREA OF INDIAN EDUCATION. THERE IS A WHOLE PLETHORA OF MATERIAL ON THE SUBJECT OF EDUCATION, BUT LITTLE ON THE ROLE PLAYED BY LIBRARIES. TO FIND OUT WHAT HAS BEEN DONE IN THE WAY OF LIBRARY SERVICE TO INDIANS, PARTICULARLY IN THE SOUTHWEST, LETTERS WERE WRITTEN TO THE STATE LIBRARIANS OF NEW MEXICO, ARIZONA, KANSAS, CALIFORNIA AND COLORADO, AND OTHERS CONCERNED WITH INDIAN AFFAIRS. THE INFORMATION ON EXISTING SERVICES AND PROGRAMS WHICH RESULTED FROM THESE INQUIRIES IS PRESENTED AS THE MAJOR PORTION OF THIS PAPER. (AUTHOR/SJ)

ACCESSION NUMBER: ED063054

PUBLICATION DATE: JUL 69

TITLE: THE MEMRAMCOOK CONFERENCE OF NORTH AMERICAN INDIAN YOUNG PEOPLE (MEMRAMCOOK, NEW BRUNSWICK, JULY 1969).

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; *BILINGUALISM; COMMUNITY COLLEGES; CULTURAL CONTEXT; DEMONSTRATION PROGRAMS; EDUCATIONAL ATTITUDES; *EDUCATIONAL PLANNING; GOVERNMENTAL STRUCTURE; HISTORY; RESERVATIONS (INDIAN); SCHOOL SEGREGATION; *SOCIAL INFLUENCES; TRIBES

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 163P.

A MEETING OF OVER 100 AMERICAN INDIAN AND NON-INDIAN YOUNG PEOPLE AND ADULTS FROM THE EASTERN UNITED STATES AND CANADA IS DESCRIBED IN THIS PUBLICATION. SIGNIFICANT EVENTS OF THE 6-DAY CONFERENCE (KEYNOTE TALKS, DISCUSSIONS, QUESTION-AND-ANSWER SESSIONS, ETC.) ARE REPORTED IN ORDER TO SHOW THE EVOLUTION OF IDEAS, CHANGES IN ATTITUDE AND BEHAVIOR, THOUGHTS, FEELINGS, AND CREATIVE ENERGY AND DETERMINATION OF TODAY'S YOUNG INDIAN MEN AND WOMEN. DISCUSSION OF THE CONCEPT OF AN ALL-INDIAN SCHOOL DIRECTED BY INDIANS IS EMPHASIZED, AND PLANS FOR CONTINUING STUDY OF SUCH A PROJECT ARE REPORTED AS THE MAJOR ACCOMPLISHMENT OF THE CONFERENCE. A SUMMARY OF 30 PRECONFERENCE QUESTIONNAIRES ON THE FEASIBILITY OF THE ALL-INDIAN SCHOOL AND A SUMMARY OF RESPONSES TO THE POSTCONFERENCE EVALUATION SHEET ARE INCLUDED. (PS)

ACCESSION NUMBER: ED063058

PUBLICATION DATE: 71

TITLE: AN INTRODUCTION TO THE BUREAU OF INDIAN AFFAIRS--AGENCY RECORDS AND BUREAU OF INDIAN AFFAIRS--ARCHIVAL RECORDS HOUSED IN THE SAN FRANCISCO AND BELL FEDERAL RECORDS CENTERS. NATIVE AMERICAN SERIES.

PERSONAL AUTHOR: ALLEN, JACK, COMP.; MORISTO, DENNIS, COMP.

DESCRIPTOR: *AMERICAN INDIANS; *ARCHIVES; *GOVERNMENT LIBRARIES; *GOVERNMENT PUBLICATIONS; ILLUSTRATIONS; *RESOURCE MATERIALS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 26P.

AN INTRODUCTION TO 2 FEDERAL RECORDS CENTERS (FRC), WHICH HOUSE CERTAIN RECORDS OF VARIOUS AGENCIES (E.G., DEPARTMENT OF NAVY, INTERNAL REVENUE SERVICE) AND MATERIALS DESIGNATED AS ARCHIVAL (PERMANENT U.S. OFFICIAL RECORDS), IS GIVEN IN THIS PAMPHLET. THE DESCRIPTION OF THE BUREAU OF INDIAN AFFAIRS (BIA) AGENCY RECORDS AND BIA MATERIALS IS PRESENTED TO SUPPLY AMERICAN INDIAN PEOPLE, INDIAN STUDENTS, AND OTHERS ENGAGED IN INDIAN-RELATED STUDIES WITH AN INTRODUCTION TO THE BIA AGENCY RECORDS AND ARCHIVAL MATERIALS IN THESE 2 FRC'S. IDEAS ON THE USAGE OF THESE BIA RECORDS AND AN APPENDIX CONTAINING SAMPLE DOCUMENTS AND SUGGESTIONS FOR THEIR USE ARE INCLUDED. (NQ)

AVAILABILITY: UNIVERSITY OF CALIFORNIA, LOS ANGELES, AMERICAN INDIAN CULTURE CENTER, CAMPBELL HALL, RM. 3221, LOS ANGELES, CA. 90024 ($2.00)

ACCESSION NUMBER: ED063059

PUBLICATION DATE: 67

TITLE: THE SCHOOL AT MOPASS: A PROBLEM OF IDENTITY. CASE STUDIES IN EDUCATION AND CULTURE.

PERSONAL AUTHOR: KING, A. RICHARD

DESCRIPTOR: ADMINISTRATION; AGENCIES; *AMERICAN INDIANS; BEHAVIOR; *BOARDING SCHOOLS; *CASE STUDIES; COMMUNITY RELATIONS; CULTURAL FACTORS; CURRICULUM; *EDUCATION; HUMAN RELATIONS; LEARNING; PERSONNEL; SCHOOL ENVIRONMENT; *SOCIAL INTEGRATION; SOCIOLOGY; TEACHING; TESTING

IDENTIFIER: CANADA

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 96P.

AS ONE OF 20 CASE STUDIES IN EDUCATION AND CULTURE DESIGNED TO BRING TO STUDENTS IN PROFESSIONAL EDUCATION AND IN THE SOCIAL SCIENCES THE RESULTS OF DIRECT OBSERVATION AND PARTICIPATION IN EDUCATIONAL PROCESS IN A VARIETY OF CULTURAL SETTINGS, THIS BOOK DESCRIBES THE EDUCATIONAL PROCESS IN A RESIDENTIAL SCHOOL FOR AMERICAN INDIAN CHILDREN IN THE YUKON TERRITORY OF NORTHWEST CANADA. THE BOOK CONTAINS THE FOLLOWING HEADINGS AND SUBHEADINGS: "THE SCHOOL COMMUNITY" (YUKON INDIANS, TWENTIETH-CENTURY DEVELOPMENTS, MATT MATTHEW'S FAMILY: YUKON TERRITORY, THE YUKON INDIAN AGENCY, WHITEHORSE AND WHITEMEN, AND ORIGINS OF THE RESIDENTIAL SCHOOL AT MOPASS); "THE RESIDENTIAL SCHOOL OPERATION" (THE PLANT FACILITY, SCHOOL ROUTINES, THE RESIDENTIAL SCHOOL CURRICULUM, COMMUNITY RELATIONS, AND, SUMMARY OF SCHOOL OPERATIONS AT MOPASS); AND, "THE RESIDENTIAL SCHOOL AS A LEARNING ENVIRONMENT" (ADULTS OF THE RESIDENTIAL SCHOOL, THE STAFF, TEACHERS, ADULT RELATIONSHIPS, CHILD RELATIONSHIPS, COPING WITH ADULTS, CLASSROOM BEHAVIOR, STANDARDIZED TESTS AND THEIR IMPLICATIONS, AND, SUMMARY OF THE SCHOOL AS A LEARNING ENVIRONMENT). INCLUDED ARE LISTS OF 14 REFERENCES AND 13 RECOMMENDED READINGS. (MJB)

AVAILABILITY: HOLT, RINEHART & WINSTON, INC., 383 MADISON AVE., NEW YORK, NEW YORK 10017 ($2.75 PLUS HANDLING)

ACCESSION NUMBER: ED063061

PUBLICATION DATE: 71

TITLE: NEW MEXICO STATE DEPARTMENT OF EDUCATION, DIVISION OF INDIAN EDUCATION. 1970-71 ANNUAL REPORT.

DESCRIPTOR: *AMERICAN INDIANS; *ANNUAL REPORTS; AVERAGE DAILY ATTENDANCE; COMMUNICATIONS; *COMPENSATORY EDUCATION PROGRAMS; DROPOUTS; *EDUCATIONAL IMPROVEMENT; EDUCATIONAL RESEARCH; ENROLLMENT; *FEDERAL PROGRAMS; GRADUATES; KINDERGARTEN; PERSONNEL; SCHOOL COMMUNITY RELATIONSHIP; SCHOOL FUNDS; SERVICES; STATE PROGRAMS

IDENTIFIER: NEW MEXICO

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 117P.

AN ANNUAL REPORT (1970-71) OF NEW MEXICO'S STATE DEPARTMENT OF EDUCATION, DIVISION OF INDIAN EDUCATION, THIS DOCUMENT PRESENTS DATA PERTAINING TO THE 20 SCHOOLS RECEIVING JOHNSON-O'MALLEY BENEFITS. OBSERVATIONS FROM THE DIRECTOR OF INDIAN EDUCATION INDICATE THAT KINDERGARTEN UNITS WERE EXPANDED TO 41 UNITS IN 12 DISTRICTS; THAT 10 INDIAN COMMUNITY-SCHOOL LIAISON PERSONS WERE EMPLOYED TO AID COMMUNITY-SCHOOL COMMUNICATIONS; THAT 52 TEACHING SPECIALISTS AND 36 INSTRUCTIONAL AIDES WERE PROVIDED TO HELP PROMOTE INDIVIDUALIZED INSTRUCTION; THAT 16 COUNSELORS AND 11 REGISTERED NURSES WORKED FULL TIME WITH THE INDIAN STUDENTS; AND THAT INDIAN ABSENTEEISM AND DROPOUTS HAVE DECREASED SLIGHTLY. INCLUDED ALONG WITH THESE OBSERVATIONS ARE (1) A LIST OF SUPERINTENDENTS OF JOHNSON-O'MALLEY SCHOOLS; (2) AN ANNUAL REPORT ON PUBLIC SCHOOL CONTRACTS; (3) SCHOOL DISTRICT NARRATIVES; (4) TABLES ON JOHNSON-O'MALLEY INDIAN ENROLLMENT BY SCHOOLS AND MONTHS, JOHNSON-O'MALLEY INDIAN AVERAGE DAILY ATTENDANCE BY SCHOOLS AND MONTHS AND BY GRADES AND MONTHS, AND ENROLLMENT AND AVERAGE DAILY ATTENDANCE OF JOHNSON-O'MALLEY INDIAN STUDENTS; AND (5) STATE AND DISTRICT SUMMARY REPORTS ON ENROLLMENT, GRADUATES, AND DROPOUTS. (MJB)

ACCESSION NUMBER: ED063062

PUBLICATION DATE: SEP 70

TITLE: ETHNIC GROUPS--THEIR CULTURES AND CONTRIBUTIONS.

PERSONAL AUTHOR: JACKSON, ANNE, ED.

DESCRIPTOR: *AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; CHINESE AMERICANS; CULTURE; ETHNIC GROUPS; ETHNIC RELATIONS; FILIPINO AMERICANS; HISTORY; JAPANESE AMERICANS; KOREAN AMERICANS; *MEXICAN AMERICANS; *NEGROES; *NON WESTERN CIVILIZATION

IDENTIFIER: *ORIENTAL AMERICANS

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTIVE NOTE: 162P.

SEEKING TO PROMOTE APPRECIATION OF THE CULTURE OF AMERICAN INDIANS, BLACK AMERICANS, MEXICAN AMERICANS, AND ORIENTAL AMERICANS, THIS 701-ITEM ANNOTATED BIBLIOGRAPHY WITH REFERENCES FROM 1929 TO 1970 GIVES CITATIONS RELATED TO THE HISTORY, CULTURE, AND MORES OF THESE ETHNIC GROUPS. THE BIBLIOGRAPHY INCLUDES CLASSIFIED (BY SUBJECT AND USAGE LEVEL) CITATIONS OF 666 BOOKS AS WELL AS CITATIONS OF 27 FILMS AND 8 RECORDINGS RECOMMENDED FOR USE IN THE ELEMENTARY AND SECONDARY SCHOOLS. AN AUTHOR-TITLE INDEX IS ALSO INCLUDED. (MJB)

AVAILABILITY: DEPARTMENT OF EDUCATION, STATE CAPITOL BUILDING, LITTLE ROCK, ARKANSAS 72201 ($1.00)

ACCESSION NUMBER: ED063066

PUBLICATION DATE: JUN 70

TITLE: HEALTH CAREERS FOR AMERICAN INDIANS AND ALASKA NATIVES: SOURCE BOOK, EDUCATIONAL OPPORTUNITIES AND FINANCIAL ASSISTANCE.

PERSONAL AUTHOR: KIRK, ROBERT J.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY HEALTH SERVICES; *EDUCATIONAL OPPORTUNITIES; *ESKIMOS; FINANCIAL SERVICES; GUIDANCE; *HEALTH OCCUPATIONS EDUCATION; HEALTH SERVICES; HIGHER EDUCATION; *INFORMATION SOURCES; MEDICAL SERVICES; SERVICE EDUCATION; SERVICE OCCUPATIONS

IDENTIFIER: ALASKA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 81P.

DIRECTED TO STUDENTS, EDUCATIONAL COORDINATORS, COMMUNITY HEALTH REPRESENTATIVES, AND TRIBAL LEADERS, THIS SOURCE BOOK PROVIDES AN OVERVIEW OF EDUCATIONAL OPPORTUNITIES IN THE HEALTH FIELD AVAILABLE FOR AMERICAN INDIANS AND ALASKA NATIVES. INFORMATION ON HEALTH CAREERS, HEALTH TRAINING PROGRAMS, SOURCES OF SCHOLARSHIPS AND ASSISTANCE, GRADUATE PROGRAMS IN HOSPITAL ADMINISTRATION, AND ESTIMATED COLLEGE COSTS (1968-69) IS PROVIDED. ALSO INCLUDED ARE GENERAL SUGGESTIONS TO STUDENTS, HINTS TO HIGH SCHOOL STUDENTS, A LIST OF INDIAN HEALTH SERVICE AREA OFFICES AND FACILITIES, A LIST OF BUREAU OF INDIAN AFFAIRS AREA OFFICES, AND 56 ANNOTATED REFERENCES TO SIMILAR PUBLICATIONS. (MJB)

ACCESSION NUMBER: ED063067

PUBLICATION DATE: 71

TITLE: AMERICAN INDIANS AND FEDERAL AID. BROOKINGS STUDIES IN SOCIAL ECONOMICS.

PERSONAL AUTHOR: SORKIN, ALAN L.

DESCRIPTOR: AGRICULTURE; *AMERICAN INDIANS; *CULTURAL FACTORS; EDUCATION; *FEDERAL PROGRAMS; HEALTH; *IMPROVEMENT PROGRAMS; INCOME; INDUSTRIALIZATION; MANPOWER DEVELOPMENT; PROPERTY ACCOUNTING; RESERVATIONS (INDIAN); SOCIAL FACTORS; *TABLES (DATA)

EDRS PRICE: DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTIVE NOTE: 231P.

"AMERICAN INDIANS ARE THE POOREST OF ANY NONWHITE MINORITY IN THE UNITED STATES. LIFE ON THE RESERVATION OFFERS THEM FEW OPPORTUNITIES: IF THEY MOVE TO THE CITY, THEY FACE PROBLEMS OF ADJUSTMENT THAT CAN PROVE INSURMOUNTABLE. WHAT IS BEING DONE--WHAT MORE COULD BE DONE--TO HELP INDIANS SATISFY THEIR NEEDS IN A LARGELY ALIEN SOCIETY? TO DEVELOP THE ECONOMIC POTENTIAL OF THE RESERVATIONS, THE U.S. GOVERNMENT PROVIDES EDUCATION, VOCATIONAL TRAINING, HEALTH SERVICES, LOW-COST HOUSING, AND AID TO INDUSTRY AND AGRICULTURE. EVEN SO, MOST RESERVATIONS REMAIN 'OPEN-AIR SLUMS' TO WHICH MANY INDIANS RETURN AFTER A LOSING BATTLE WITH URBAN LIFE. THE AUTHOR OF THIS BROOKINGS STUDY IN SOCIAL ECONOMICS MAKES AN OBJECTIVE YET COMPASSIONATE ANALYSIS OF THE PROBLEM, DRAWING ON PREVIOUSLY UNPUBLISHED MATERIAL FROM THE BUREAU OF INDIAN AFFAIRS AND INTERVIEWS WITH INDIAN LEADERS. HE CONCLUDES HIS ASSESSMENT OF THE MAJOR FEDERAL PROGRAMS WITH SPECIFIC PROPOSALS FOR IMPROVING THEM AND ENCOURAGING THE TRIBES TO ASSUME GREATER RESPONSIBILITY FOR DEVELOPING THEIR OWN RESOURCES...." (LS)

AVAILABILITY: AKWESASNE NOTES, MOHAWK NATION VIA ROOSEVELT, N.Y. 13683 ($7.50)

ACCESSION NUMBER: ED063429

PUBLICATION DATE: 27 MAR 72

TITLE: COUNSELING RACIAL AND ETHNIC MINORITIES IN THE UNITED STATES.

PERSONAL AUTHOR: VONTRESS, CLEMMONT

DESCRIPTOR: AMERICAN INDIANS; *COUNSELING; *COUNSELOR TRAINING; *CULTURAL FACTORS; CULTURE CONFLICT; DEPRESSED AREAS (GEOGRAPHIC); EDUCATIONAL NEEDS; *ETHNIC GROUPS; *HELPING RELATIONSHIP; JAPANESE AMERICANS; JEWS; MINORITY GROUPS; NEGROES; SPANISH SPEAKING

IDENTIFIER: APPALACHIA

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTIVE NOTE: 16P.; PAPER PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION, CHICAGO, ILL., MARCH 27, 1972

THE PURPOSE OF THIS PAPER IS TO DISCUSS IN BRIEF SIX RACIAL AND ETHNIC MINORITY GROUPS IN THE UNITED STATES, IN ORDER TO DEMONSTRATE HOW SELECTED CULTURAL VARIABLES MAY INTRUDE IN THE COUNSELING RELATIONSHIP. AMERICAN INDIANS PRESENT SUCH PROBLEMS AS LANGUAGE DIFFICULTIES, TACITURNITY, AND SUSPICIOUSNESS. IN WORKING WITH AMERICANS OF AFRICAN DESCENT, THE COUNSELOR IS APT TO ENCOUNTER TWO KINDS OF PROBLEMS, THE FIRST RELATED TO THE COUNSELING PROCESS AND THE SECOND RELATED TO THE PRODUCT, GOAL, OR OUTCOME. BECAUSE OF LONG GEOGRAPHICAL ISOLATION AND STRONG RESISTANCE TO CHANGE, RESIDENTS OF APPALACHIA MAY BE CONSIDERED AN ETHNIC MINORITY. THEY, IN THE COUNSELING RELATIONSHIP, PRESENT CULTURAL BARRIERS RELATED TO LISTENING, PERSONALISM, AND LANGUAGE. SPANISH HERITAGE GROUPS INTRODUCE A LANGUAGE BARRIER, DEMAND FOR RESPECT, MACHISMO, AND SUSPICION AS SOURCES OF DIFFICULTY IN COUNSELING. SINCE AMERICAN JEWS CONSTITUTE A CULTURAL COMMUNITY, THE COUNSELOR UNFAMILIAR WITH THE ETHOS OF THE GROUP MAY BE INEFFECTUAL HELPING THEM. TO BE EFFECTIVE, THE NON-JAPANESE COUNSELOR NEEDS TO UNDERSTAND SEVERAL ASPECTS OF THE JAPANESE AMERICAN PERSONALITY: ENVY AND SHAME, MODESTY AND RESERVE, AND GENERATION DIFFERENCES. (AUTHOR/JM)

PART II: CITATIONS FROM

CURRENT INDEX TO JOURNALS IN EDUCATION

ACCESSION NUMBER: EJ035950

PUBLICATION DATE: W 71

TITLE: PROCEDURAL DUE PROCESS AN BIA SCHOOLS

PERSONAL AUTHOR: LEWIS, RODNEY

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING SCHOOLS; CIVIL LIBERTIES; *DISCIPLINE PROBLEMS; EDUCATION; *EXPULSION; SCHOOL ATTITUDES; *STUDENT BEHAVIOR; SUPREME COURT LITIGATION

IDENTIFIER: BUREAU OF INDIAN AFFAIRS

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 2; 1; 11-13

ACCESSION NUMBER: EJ036152

PUBLICATION DATE: W 71

TITLE: PUBLIC SERVICE 100: CONTEMPORARY PUBLIC PROBLEMS SEMINAR, ¬PROBLEMS OF TRIBAL AMERICANS"

PERSONAL AUTHOR: LOCKE, PATRICIA; PARKER, ALAN

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE CURRICULUM; *COURSES; *CULTURAL ENRICHMENT; ETHNIC STUDIES; *SEMINARS; SENSITIVITY TRAINING

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 2; 1; 19-20

ACCESSION NUMBER: EJ036153

PUBLICATION DATE: SPR 71

TITLE: AN INDIAN ANTROPOLOGIST'S PERSPECTIVE ON ANTHROPOLOGY

PERSONAL AUTHOR: ORTIZ, ALFONSO

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ANTHROPOLOGY; *ATTITUDES; CHRISTIANITY; COMMUNICATION (THOUGHT TRANSFER); COMMUNITY PROBLEMS; FEDERAL PROGRAMS; FIELD STUDIES; RACE RELATIONS

JOURNAL CITATION: INDIAN HISTORIAN; 4; 1; 11-14

ACCESSION NUMBER: EJ036154

PUBLICATION DATE: SPR 71

TITLE: THE ABENAKIS AMONG THE ST. REGIS MOHAWKS

PERSONAL AUTHOR: FRISCH, JACK A.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; *CATHOLICS; CHURCHES; *COLONIALISM; TRIBES

JOURNAL CITATION: INDIAN HISTORIAN; 4; 1; 27-9

ACCESSION NUMBER: EJ036155

PUBLICATION DATE: SPR 71

TITLE: CHUMASH INTER-VILLAGE ECONOMIC EXCHANGE

PERSONAL AUTHOR: KING, CHESTER

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ARCHAEOLOGY; COMMUNITY ROLE; *ECONOMICS; GEOGRAPHIC LOCATION; HISTORY; INTERACTION; *PRODUCTIVE LIVING; RESOURCES; TRANSPORTATION

JOURNAL CITATION: INDIAN HISTORIAN; 4; 1; 31-43

ACCESSION NUMBER: EJ036156

PUBLICATION DATE: SPR 71

TITLE: DIFFERENTIAL ADAPTATION TO NORTHERN TOWN LIFE BY THE ESKIMOS AND INDIANS OF GREAT WHALE RIVER

PERSONAL AUTHOR: BARGER, KENNETH; EARL, DAPHNE

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *COMMUNITY STUDY; *CULTURAL DIFFERENCES; *ESKIMOS; LIVING STANDARDS; OCCUPATIONAL CHOICE; RURAL AREAS; VALUES

IDENTIFIER: *CANADA

JOURNAL CITATION: HUMAN ORGANIZATION; 30; 1; 25-30

ACCESSION NUMBER: EJ036174

PUBLICATION DATE: SPR 71

TITLE: THE ANTHROPOLOGIST AND AMERICAN INDIAN STUDIES PROGRAMS

PERSONAL AUTHOR: MEDICINE, BEATRICE

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; *COLLEGE CURRICULUM; CULTURE; *ETHNIC STUDIES; *HIGHER EDUCATION; SELF CONCEPT; VALUES

JOURNAL CITATION: INDIAN HISTORIAN; 4; 1; 15-18, 63

ACCESSION NUMBER: EJ036340

PUBLICATION DATE: W 71

TITLE: THE RAMAH EXPERIENCE: COMMUNITY CONTROL IN INDIAN
EDUCATION

PERSONAL AUTHOR: PARKER, ALAN

DESCRIPTOR: *AMERICAN INDIANS; *BOARDS OF EDUCATION;
*COMMUNITY ROLE; CULTURAL FACTORS; *CURRICULUM; *EDUCATION;
FEDERAL PROGRAMS; INNOVATION; *SCHOOL DISTRICT AUTONOMY

IDENTIFIER: NAVAJOS

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL;
2; 1; 7-9

ACCESSION NUMBER: EJ036614

PUBLICATION DATE: SPR 71

TITLE: PETROGLYPHS OF ANCIENT MAN

PERSONAL AUTHOR: EMERSON, LEE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ANCIENT HISTORY;
ANTHROPOLOGY; ART EXPRESSION; *LEGENDS; *MYTHOLOGY;
*PHILOSOPHY

JOURNAL CITATION: INDIAN HISTORIAN; 4; 1; 5-8

ACCESSION NUMBER: EJ036971

PUBLICATION DATE: W 71

TITLE: THE ROLE OF THE CONSULTANT IN INDIAN-CONTROLLED ENTERPRISES

PERSONAL AUTHOR: STREIFF, PAUL R.

DESCRIPTOR: *AMERICAN INDIANS; CLASSROOM TECHNIQUES; *COMMUNITY ROLE; *CONSULTANTS; CURRICULUM ENRICHMENT; *EDUCATION; *ENGLISH (SECOND LANGUAGE); INNOVATION; VOLUNTEERS

IDENTIFIER: CONSULTANTS IN TOTAL EDUCATION (CITE)

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 2; 1; 16-18

ACCESSION NUMBER: EJ036972

PUBLICATION DATE: SPR 71

TITLE: THE MINNEAPOLIS CONTROVERSY: RESPONSE TO A NEGATIVE REVIEW

PERSONAL AUTHOR: HARKINS, ARTHUR M.; WOODS, RICHARD W.

DESCRIPTOR: *AMERICAN INDIANS; *EVALUATION; *OPINIONS; RESEARCH PROBLEMS; *SOCIAL PROBLEMS; *URBAN AREAS

JOURNAL CITATION: INDIAN HISTORIAN; 4; 1; 60-3

ACCESSION NUMBER: EJ036973

PUBLICATION DATE: SPR 71

TITLE: COMMENTARY

PERSONAL AUTHOR: COSTO, RUPERT

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; *EVALUATION; LEADERSHIP; *OPINIONS; *RACE RELATIONS; RESEARCH PROBLEMS; *SOCIAL PROBLEMS

JOURNAL CITATION: INDIAN HISTORIAN; 4; 1; 64-5

ACCESSION NUMBER: EJ037130

PUBLICATION DATE: APR 71

TITLE: FOCUSING ON STUDENTS OF DIFFERENT CULTURAL BACKGROUNDS: THE ESKIMO AND INDIAN PUPIL--SPECIAL PROBLEMS IN READING COMPREHENSION

PERSONAL AUTHOR: GRIESE, ARNOLD A.

DESCRIPTOR: ABSTRACT REASONING; *AMERICAN INDIANS; *CULTURAL DIFFERENCES; *ESKIMOS; INSTRUCTIONAL MATERIALS; MINORITY GROUP CHILDREN; *READING COMPREHENSION; *READING DIFFICULTY; STUDENT EXPERIENCE

JOURNAL CITATION: ELEMENTARY ENGLISH; 48; 4; 229-34

ACCESSION NUMBER: EJ037185

PUBLICATION DATE: SPR 71

TITLE: THE PALEO INDIAN: FACT AND THEORY OF EARLY MIGRATIONS TO THE NEW WORLD

PERSONAL AUTHOR: AGOGINO, GEORGE A.; KUNZ, MICHAEL L.

DESCRIPTOR: *AMERICAN INDIANS; *ANCIENT HISTORY; ANTHROPOLOGY; *ARCHAEOLOGY; CULTURE; *MIGRATION PATTERNS; *PALEONTOLOGY

JOURNAL CITATION: INDIAN HISTORIAN; 4; 1; 21-6

ACCESSION NUMBER: EJ037303

PUBLICATION DATE: MAY 71

TITLE: ORAL COMMUNICATION FOR THE INDIAN STUDENT

PERSONAL AUTHOR: BRILHART, BARBARA L.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; ENGLISH (SECOND LANGUAGE); *ENGLISH INSTRUCTION; *HIGH SCHOOL STUDENTS; LEARNING ACTIVITIES; *ORAL COMMUNICATION; SELF CONCEPT; *TEACHING TECHNIQUES

A PAPER PRESENTED AT CONFERENCE ON ENGLISH EDUCATION, NATIONAL COUNCIL OF TEACHERS OF ENGLISH (8TH, DES MOINES, IA., APRIL 1970). (EDITOR)

JOURNAL CITATION: ENGLISH JOURNAL; 60; 5; 629-32

ACCESSION NUMBER: EJ037703

PUBLICATION DATE: APR-MAY 71

TITLE: FLORIDA ATLANTIC U ESTABLISHES INDIAN EDUCATION CENTER

DESCRIPTOR: ADULT EDUCATION PROGRAMS; *AMERICAN INDIANS; DISADVANTAGED GROUPS; *ELEMENTARY SCHOOLS; LANGUAGE INSTRUCTION; *LITERACY EDUCATION; *UNIVERSITY EXTENSION

IDENTIFIER: BUREAU OF INDIAN AFFAIRS; FLORIDA ATLANTIC UNIVERSITY; *SEMINOLES

JOURNAL CITATION: NUEA SPECTATOR; 14-17

ACCESSION NUMBER: EJ038402

PUBLICATION DATE: MAY-JUN 71

TITLE: THE PICTURES ON THE WALL ARE OF WHITE MEN

PERSONAL AUTHOR: BRIGHTMAN, LEHMAN

DESCRIPTOR: *ACTIVISM; *AMERICAN INDIANS; *COMMUNITY CONTROL; *CULTURAL DISADVANTAGEMENT; *CULTURE CONFLICT; GOVERNMENT ROLE

EXCERPTS OF TESTIMONY BY THE AUTHOR BEFORE THE SENATE SUBCOMMITTEE ON INDIAN EDUCATION HEARINGS, FEBRUARY-MARCH, 1969. THE EDUCATION SYSTEM, CULTURALLY BIASED TOWARD WHITES, IS DISCUSSED, AS WELL AS PROPOSALS FOR GREATER INDIAN CONTROL OF EDUCATION. (DM)

JOURNAL CITATION: INTEGRATED EDUCATION; 9; 3; 37-42

ACCESSION NUMBER: EJ038664

PUBLICATION DATE: MAY 71

TITLE: INDIAN PARTICIPATION IN PUBLIC SCHOOLS

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CONTROL; PARENT PARTICIPATION; *PARENT SCHOOL RELATIONSHIP; *RACIAL DISCRIMINATION; *SCHOOL COMMUNITY RELATIONSHIP; SCHOOL SYSTEMS

REPRINTED FROM THE BOOKLET, AN EVEN CHANCE, BY THE NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC., WITH THE COOPERATION OF THE CENTER FOR LAW AND EDUCATION, HARVARD UNIVERSITY, 1971. (VW)

JOURNAL CITATION: SOCIAL EDUCATION; 35; 5; 452-465

ACCESSION NUMBER: EJ038957

PUBLICATION DATE: MAY 71

TITLE: TWELFTH ANNUAL INDIAN EDUCATION CONFERENCE: A LOOK AT INDIAN EDUCATION IN THE 70'S

DESCRIPTOR: *AMERICAN INDIANS; *CONFERENCE REPORTS; *EDUCATION; ILLUSTRATIONS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 3; 8-9

ACCESSION NUMBER: EJ038993

PUBLICATION DATE: MAY 71

TITLE: CIVILIZING AN INDIAN

PERSONAL AUTHOR: BEGAYE, MELVIN

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; *FICTION; *STUDENT ALIENATION

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 3; 10-13

ACCESSION NUMBER: EJ039132

PUBLICATION DATE: WIN 71

TITLE: RAY COLLINS' EDUCATION CLUB

PERSONAL AUTHOR: NORCROSS, E. BLANCHE

DESCRIPTOR: *ADULT BASIC EDUCATION; *AMERICAN INDIANS; GOAL ORIENTATION; *INDIVIDUALIZED INSTRUCTION

IDENTIFIER: BRITISH COLUMBIA

JOURNAL CITATION: NORTHIAN; 7; 4; 13-14

ACCESSION NUMBER: EJ039314

PUBLICATION DATE: MAY 71

TITLE: RESEARCH FIRM ORGANIZED TO HELP TRIBES WITH CONTRACTS

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNITY CONTROL; PROGRAMS; *RESEARCH AND DEVELOPMENT CENTERS; *TRIBES

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 3; 28-29

ACCESSION NUMBER: EJ039391

PUBLICATION DATE: MAY 71

TITLE: FIRST MODEL PRESCHOOL PROGRAM DEVELOPED AT TUCSON FOR HANDICAPPED INDIAN CHILDREN

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *HANDICAPPED CHILDREN; *INSTRUCTIONAL INNOVATION; *MODELS; *PRESCHOOL PROGRAMS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 3; 1-2

ACCESSION NUMBER: EJ039502

PUBLICATION DATE: MAY 71

TITLE: IMPROVING READING SKILLS OF SEMINOLE CHILDREN

PERSONAL AUTHOR: KERSEY, HARRY A., JR.; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; FEDERAL PROGRAMS; GRADE 3; GRADE 4; *MULTISENSORY LEARNING; *READING SKILLS; REMEDIAL READING; RESERVATIONS (INDIAN); STUDENT DEVELOPED MATERIALS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 3; 3-7

ACCESSION NUMBER: EJ039503

PUBLICATION DATE: MAY 71

TITLE: LEADERSHIP TRAINING PROGRAM AT PHOENIX INDIAN HIGH SCHOOL

PERSONAL AUTHOR: PATCH, KENNETH

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL ENRICHMENT; *LEADERSHIP TRAINING; *ROLE THEORY; SECONDARY EDUCATION; *SELF CONCEPT

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 3; 14-17

ACCESSION NUMBER: EJ039504

PUBLICATION DATE: MAY 71

TITLE: ¬SHUT UP, TEACHER " A LOOK AT INDIAN STUDENT LEADERSHIP AND IN-SERVICE TRAINING

DESCRIPTOR: ACCULTURATION; *AMERICAN INDIANS; *CROSS CULTURAL TRAINING; *INSERVICE EDUCATION; LANGUAGE INSTRUCTION; *LEADERSHIP TRAINING; ROLE PERCEPTION; ROLE THEORY; *TEACHER IMPROVEMENT

INDIAN HIGH SCHOOL STUDENTS HELPED TO TRAIN EDUCATORS IN INDIAN LANGUAGE AND CULTURE. (MB)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10; 3; 18-25

ACCESSION NUMBER: EJ039588

PUBLICATION DATE: WIN 71

TITLE: BILINGUAL AND BICULTURAL INDIAN EDUCATION IN MONTANA

PERSONAL AUTHOR: CHESAREK, ROSE; AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; *BILINGUAL EDUCATION; *EDUCATIONAL PRACTICE; *LANGUAGE DEVELOPMENT; RESERVATIONS (INDIAN)

IDENTIFIER: CROW INDIANS

JOURNAL CITATION: NORTHIAN; 7; 4; 1-3

ACCESSION NUMBER: EJ039794

PUBLICATION DATE: MAY 71

TITLE: INDIAN EDUCATION: TOOL OF CULTURAL POLITICS

PERSONAL AUTHOR: BODNER, BRUCE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *BICULTURALISM; CULTURALLY DISADVANTAGED; *CULTURE CONFLICT; *EDUCATIONALLY DISADVANTAGED; MINORITY GROUP TEACHERS

IDENTIFIER: *AMERICAN INDIAN EDUCATION

JOURNAL CITATION: NATIONAL ELEMENTARY PRINCIPAL; 50; 6; 22-30

ACCESSION NUMBER: EJ039805

PUBLICATION DATE: MAY 71

TITLE: THE TAHOLAH APPROACH TO INDIAN EDUCATION: A CASE STUDY

PERSONAL AUTHOR: PATTERSON, HAROLD

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *EDUCATIONAL POLICY; *RESERVATIONS (INDIAN)

JOURNAL CITATION: COLLEGE OF EDUCATION RECORD (UNIVERSITY OF WASHINGTON); 37; 4; 71-77

ACCESSION NUMBER: EJ039806

PUBLICATION DATE: MAY 71

TITLE: LEARNING STYLES OF THE INDIAN CHILD

PERSONAL AUTHOR: MCCARTIN, ROSEMARIE; AND OTHERS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *CULTURAL DIFFERENCES; *LEARNING PROCESSES

JOURNAL CITATION: COLLEGE OF EDUCATION RECORD (UNIVERSITY OF WASHINGTON); 37; 4; 78-80

ACCESSION NUMBER: EJ039807

PUBLICATION DATE: MAY 71

TITLE: INDIANS AT COLLEGE--1971

PERSONAL AUTHOR: OLIVER, EMMETT

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *COLLEGE STUDENTS; *CULTURE CONFLICT; *STUDENT PROBLEMS

JOURNAL CITATION: COLLEGE OF EDUCATION RECORD (UNIVERSITY OF WASHINGTON); 37; 4; 81-82

ACCESSION NUMBER: EJ039801

PUBLICATION DATE: WIN 71

TITLE: TEACHER AIDE TRAINING PROGRAM

PERSONAL AUTHOR: KIRKNESS, V. J.

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; PRIMARY EDUCATION; *TEACHER AIDES; *TRAINING

IDENTIFIER: MANITOBA

JOURNAL CITATION: NORTHIAN; 7; 4; 6-7

ACCESSION NUMBER: EJ039802

PUBLICATION DATE: WIN 71

TITLE: DROP-OUTS AND THE SEMESTER SYSTEM

PERSONAL AUTHOR: SULIS, NORMAN S.

DESCRIPTOR: *AMERICAN INDIANS; *DROPOUT PREVENTION; *DROPOUTS; SECONDARY EDUCATION; *SEMESTER DIVISION; *TEACHER AIDES

JOURNAL CITATION: NORTHIAN; 7; 4; 15-17

ACCESSION NUMBER: EJ039804

PUBLICATION DATE: MAY 71

TITLE: THE INDIAN TEACHER EDUCATION PROGRAM AT THE UNIVERSITY OF WASHINGTON

PERSONAL AUTHOR: KALTSOUNIS, THEODORE

DESCRIPTOR: *AMERICAN INDIANS; *ETHNIC GROUPS; *TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *TEACHER PROGRAMS

JOURNAL CITATION: COLLEGE OF EDUCATION RECORD (UNIVERSITY OF WASHINGTON); 37; 4; 68-70

ACCESSION NUMBER: EJ039808

PUBLICATION DATE: MAY 71

TITLE: A BRIEF HISTORICAL PERSPECTIVE ON THE PACIFIC NORTHWEST COASTAL INDIANS

PERSONAL AUTHOR: MELLANDER, DAVID; HENRY, JOHN

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ETHNIC GROUPS; *GEOGRAPHIC LOCATION

JOURNAL CITATION: COLLEGE OF EDUCATION RECORD (UNIVERSITY OF WASHINGTON); 37; 4; 83-87

ACCESSION NUMBER: EJ039809

PUBLICATION DATE: MAY 71

TITLE: PRESENT CONDITIONS AND PROBLEMS OF INDIANS OF THE NORTHWEST

PERSONAL AUTHOR: GEORGE, THEODORE; PRICE, ROBERT D.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *CULTURE CONFLICT; *GEOGRAPHIC LOCATION

JOURNAL CITATION: COLLEGE OF EDUCATION RECORD (UNIVERSITY OF WASHINGTON); 37; 4; 88-91

ACCESSION NUMBER: EJ039811

PUBLICATION DATE: MAY 71

TITLE: THE CHILDREN OF THE FORGOTTEN: THE INDIANS OF MAINE

PERSONAL AUTHOR: SKINNER, VINCENT P.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURE FREE TESTS; *CURRICULUM DEVELOPMENT; *DISADVANTAGED YOUTH; INTELLIGENCE TESTS; *TEACHING METHODS

JOURNAL CITATION: CONTEMPORARY EDUCATION; 43; 6; 284-89

ACCESSION NUMBER: EJ039819

PUBLICATION DATE: MAY 71

TITLE: WORLD OF SPORTS ENRICHED BY 61 AMERICAN INDIAN ATHLETES

PERSONAL AUTHOR: SHUNK, HAROLD

DESCRIPTOR: *ACHIEVEMENT; *AMERICAN INDIANS; *ATHLETES

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 10: 3; 30-31

ACCESSION NUMBER: EJ040172

PUBLICATION DATE: SPR 71

TITLE: RESEARCH PROFICIENCY AT FEDERAL RECORDS

PERSONAL AUTHOR: ALLEN, JACK

DESCRIPTOR: *AMERICAN INDIANS; *DATA; FEDERAL PROGRAMS; *GOVERNMENT LIBRARIES; *RECORDKEEPING; *RESEARCH SKILLS

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 2; 2; 17-19

ACCESSION NUMBER: EJ040386

PUBLICATION DATE: SPR 71

TITLE: NATIVE AMERICANS AND THE AMERICAN EDUCATION SYSTEM

PERSONAL AUTHOR: SANDO, JOE

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; BICULTURALISM; CULTURAL FACTORS; *CULTURAL INTERRELATIONSHIPS; CULTURE CONFLICT; *EDUCATIONAL DEVELOPMENT; *EDUCATIONAL DISADVANTAGEMENT

JOURNAL CITATION: AMERICAN INDIAN CULTURE CENTER JOURNAL; 2; 2; 9-11

ACCESSION NUMBER: EJ040387

PUBLICATION DATE: MAR 71

TITLE: RETENTION OF CULTURAL VALUES AND DIFFERENTIAL URBAN ADAPTATION: SAMOANS AND AMERICAN INDIANS IN A WEST COAST CITY

PERSONAL AUTHOR: ABLON, JOAN

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; CULTURAL DISADVANTAGEMENT; *ETHNIC GROUPS; FAMILY (SOCIOLOGICAL UNIT); GROUP UNITY; SOCIAL ADJUSTMENT; SOCIOCULTURAL PATTERNS; *URBAN CULTURE

IDENTIFIER: *SAMOANS

JOURNAL CITATION: SOCIAL FORCES; 49; 3; 385-393

ACCESSION NUMBER: EJ040522

PUBLICATION DATE: SPR 71

TITLE: THE NEW SCHOOL AND INDIAN COMMUNITIES

PERSONAL AUTHOR: ANDERSON, JOHN

DESCRIPTOR: *ADULT EDUCATION; *AMERICAN INDIANS; *COMMUNITY INVOLVEMENT; *TEACHER AIDES; *TEACHER EDUCATION

IDENTIFIER: UNIVERSITY OF NORTH DAKOTA

DESCRIBES A PROGRAM FOR INDIAN MEN AND WOMEN, EMPLOYED AS TEACHER AIDES IN INDIAN COMMUNITIES, TO ATTAIN TEACHER CERTIFICATION. (EL)

JOURNAL CITATION: NORTHIAN; 8; 1; 28-31

ACCESSION NUMBER: EJ040807

PUBLICATION DATE: MAY 71

TITLE: NAVAJO SCHOOLS: INDIANS TEACHING INDIANS

PERSONAL AUTHOR: LONG, RICHARD E.

DESCRIPTOR: AMERICAN INDIANS; *BILINGUAL SCHOOLS; CULTURAL EDUCATION; *ECONOMIC DEVELOPMENT; *EDUCATIONAL PROGRAMS; *FEDERAL PROGRAMS; *RESERVATIONS (INDIAN)

IDENTIFIER: NAVAHO COMMUNITY COLLEGE; RAMAH HIGH SCHOOL; ROUGH ROCK ELEMENTARY SCHOOL

DESCRIBES THREE EDUCATIONAL PROGRAMS OPERATING ON THE NAVAHO RESERVATION: THE ROUGH ROCK ELEMENTARY SCHOOL, THE RAMAH HIGH SCHOOL, AND THE NAVAHO COMMUNITY COLLEGE. (JM)

JOURNAL CITATION: OPPORTUNITY; 1; 3; 3-7

ACCESSION NUMBER: EJ040815

PUBLICATION DATE: MAR-APR 71

TITLE: NEW MEXICO LAW CENTER: UNIVERSITY TRAINS INDIAN ATTORNEYS

PERSONAL AUTHOR: EVANS, PIERRE

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; EDUCATIONAL NEEDS; FEDERAL AID; *FEDERAL LAWS; *FEDERAL PROGRAMS; *LAW INSTRUCTION; *LEGAL AID; PROGRAM DESCRIPTIONS

IDENTIFIER: NEW MEXICO LAW CENTER

JOURNAL CITATION: OPPORTUNITY; 1; 2; 29-30

ACCESSION NUMBER: EJ040902

PUBLICATION DATE: SPR 71

TITLE: TWO OSCEOLAS AND THE WHITE MAN

PERSONAL AUTHOR: GAILLARD, FRYE

DESCRIPTOR: *AMERICAN INDIANS; ECONOMIC DEVELOPMENT; *EDUCATION; *FEDERAL PROGRAMS; *LANGUAGE; LEADERSHIP; *SCHOOLS

IDENTIFIER: SEMINOLES

JOURNAL CITATION: NEW SOUTH; 26; 2; 79-86

ACCESSION NUMBER: EJ041057

PUBLICATION DATE: SPR 71

TITLE: AT LEAST THEY'LL KNOW I'M TRYING. THE STORY OF A NEW LANGUAGE COURSE AT SASKATOON

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; *COLLEGE LANGUAGE PROGRAMS; *ESKIMOS; *INSTRUCTIONAL INNOVATION; *LANGUAGE INSTRUCTION; SECOND LANGUAGE LEARNING; TEACHER EDUCATION

REPRINTED FROM "THE GREEN AND WHITE," FALL 1970. (FL)

JOURNAL CITATION: NORTHIAN; 8; 1; 25-7

ACCESSION NUMBER: EJ041065

PUBLICATION DATE: JUL 71

TITLE: MORE ON THE NASALIZATION OF PA *A. IN EASTERN ALGONQUIAN

PERSONAL AUTHOR: GODDARD, IVES

DESCRIPTOR: *AMERICAN CULTURE; *AMERICAN INDIAN LANGUAGES; CONSONANTS; DIACHRONIC LINGUISTICS; PHONETIC ANALYSIS; VOWELS; WORD LISTS

IDENTIFIER: *ALGONQUIAN LANGUAGES

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 37; 3; 139-145

ACCESSION NUMBER: EJ041066

PUBLICATION DATE: JUL 71

TITLE: A STATEMENT OF SOME PHONOLOGICAL CORRESPONDENCES AMONG THE POMO LANGUAGES

PERSONAL AUTHOR: WEBB, NANCY M.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; CONSONANTS; PHONOLOGICAL UNITS; PHONOLOGY; *POMO; STANDARD SPOKEN USAGE; VOCABULARY; VOWELS; WORD LISTS

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 37; 3; 1-55

ACCESSION NUMBER: EJ041195

PUBLICATION DATE: SPR 71

TITLE: THE TREATMENT OF THE AMERICAN INDIAN IN THE LIBRARY OF CONGRESS E-F SCHEDULE

PERSONAL AUTHOR: YEH, THOMAS YEN-RAN; FROSIO, EUGENE T.

DESCRIPTOR: *AMERICAN INDIANS; *BIAS; *CLASSIFICATION; RACIAL SEGREGATION

IDENTIFIER: *LIBRARY OF CONGRESS CLASSIFICATION

MR. YEH STATES THAT: THE LIBRARY OF CONGRESS CLASSIFICATION SYSTEM SEGREGATES THE AMERICAN INDIAN FROM THE UNITED STATES, THE AMERICAN INDIAN HISTORY IS ARRANGED WITH BIAS, AND THE AMERICAN INDIANS APPEAR FREQUENTLY AS A SAVAGE PEOPLE. MR. FROSIO COMMENTS ON MR. YEH'S PROPOSALS FOR CHANGING THE CLASSIFICATION SYSTEM. (NH)

JOURNAL CITATION: LIBRARY RESOURCES AND TECHNICAL SERVICES; 15; 2; 122-131

ACCESSION NUMBER: EJ041345

PUBLICATION DATE: SPR 71

TITLE: FAILURE IN NAVAHO SCHOOLING

PERSONAL AUTHOR: ERICKSON, DONALD E.

DESCRIPTOR: *AMERICAN INDIANS; *BOARDING SCHOOLS; *DORMITORIES; ELEMENTARY SCHOOL ROLE; ENGLISH (SECOND LANGUAGE); FEDERAL PROGRAMS; *PROGRAM EVALUATION; *SCHOOL SUPERVISION; TEACHERS

REPRINTED FROM "PARENT'S MAGAZINE." (EL)

JOURNAL CITATION: NORTHIAN; 8; 1; 3-9

ACCESSION NUMBER: EJ041349

PUBLICATION DATE: SPR 71

TITLE: TRAINING TEACHERS IN A SEMINOLE INDIAN SCHOOL--A UNIQUE EXPERIENCE WITH THE DISADVANTAGED CHILD

PERSONAL AUTHOR: KERSEY, HARRY A., JR.

DESCRIPTOR: *AMERICAN INDIANS; *DISADVANTAGED YOUTH; *EDUCATIONALLY DISADVANTAGED; *FIELD EXPERIENCE PROGRAMS; REMEDIAL PROGRAMS; *TEACHER EDUCATION

JOURNAL CITATION: JOURNAL OF TEACHER EDUCATION; 22; 1; 25-28

ACCESSION NUMBER: EJ041775

PUBLICATION DATE: SUM 71

TITLE: SYNERGIZING

PERSONAL AUTHOR: HALEY, BILL

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE ATTENDANCE; *CULTURE CONFLICT; FAMILY (SOCIOLOGICAL UNIT); *FAMILY INFLUENCE; MOTIVATION

BRIEFLY DESCRIBED IS AN INDIVIDUALIZED PROGRAM WHICH ATTEMPTED TO MOTIVATE INDIAN GIRLS, RESIDING AT AN INDIAN SCHOOL, TO ATTEND COLLEGE. OF TEN GIRLS IN THE EXPERIMENT, THREE DID GO ON TO COLLEGE. (CJ)

JOURNAL CITATION: JOURNAL OF THE NATIONAL ASSOCIATION OF WOMEN DEANS AND COUNSELORS; 34; 4; 151-152

ACCESSION NUMBER: EJ041860

PUBLICATION DATE: SUM 71

TITLE: WHO CARES THAT A WOMAN'S WORK IS NEVER DONE?

PERSONAL AUTHOR: MATHUR, MARY E. FLEMING

DESCRIPTOR: AGRICULTURAL LABORERS; *AMERICAN INDIANS; ECONOMIC FACTORS; *ETHNOLOGY; *FEMINISM; MARITAL INSTABILITY; *SOCIOCULTURAL PATTERNS; *WORKING WOMEN

JOURNAL CITATION: INDIAN HISTORIAN; 4; 2; 11-15

ACCESSION NUMBER: EJ042291

PUBLICATION DATE: SEP 71

TITLE: LUMMIS SEEK SPIRIT OF THE SALMON

PERSONAL AUTHOR: HOOD, ERNIE

DESCRIPTOR: *ADULT FARMER EDUCATION; AGRICULTURAL EDUCATION; *AMERICAN INDIANS; ECONOMICALLY DISADVANTAGED; EMPLOYMENT OPPORTUNITIES; FARMERS; *FEDERAL PROGRAMS; *SEAFOOD

IDENTIFIER: *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

NORTHWEST INDIANS TURN TO AQUACULTURE AS SOURCE OF JOBS AND STEADY INCOME. (EDITOR)

JOURNAL CITATION: MANPOWER; 3; 9; 2-7

ACCESSION NUMBER: EJ042586

PUBLICATION DATE: SUM 71

TITLE: ORAL LITERATURE OF NATIVE ALASKA

PERSONAL AUTHOR: BECK, MARY

DESCRIPTOR: *AMERICAN INDIAN CULTURE; ETHNIC ORIGINS; *LEGENDS; *LITERATURE REVIEWS; *MYTHOLOGY

JOURNAL CITATION: INDIAN HISTORIAN; 4; 2; 17-19

ACCESSION NUMBER: EJ042587

PUBLICATION DATE: SUM 71

TITLE: THE GREAT SWAMP FIGHT

PERSONAL AUTHOR: BEDFORD, DENTON R.

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; *CULTURE CONFLICT; DISADVANTAGED GROUPS; ECONOMIC FACTORS; ETHNIC RELATIONS; *HISTORY; *RELIGIOUS CONFLICT

IDENTIFIER: RHODE ISLAND

JOURNAL CITATION: INDIAN HISTORIAN; 4; 2; 27-41,58

ACCESSION NUMBER: EJ043021

PUBLICATION DATE: SUM 71

TITLE: AMERICAN INDIAN LITERATURE

PERSONAL AUTHOR: BRANDON, WILLIAM

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; *HISTORICAL REVIEWS; LIBRARY COLLECTIONS; *LITERARY CRITICISM; LITERARY INFLUENCES; *LITERATURE REVIEWS

JOURNAL CITATION: INDIAN HISTORIAN; 4; 2; 53-5

ACCESSION NUMBER: EJ043095

PUBLICATION DATE: SUM 71

TITLE: AN INDIAN STUDENT SPEAKS

PERSONAL AUTHOR: MCCARTY, DARENE

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; ATTENDANCE; *DROPOUTS; *HIGH SCHOOL STUDENTS; SOCIOECONOMIC INFLUENCES

JOURNAL CITATION: INDIAN HISTORIAN; 4; 2; 10,20

ACCESSION NUMBER: EJ043607

PUBLICATION DATE: SUM 71

TITLE: WHAT CAN I DO?

PERSONAL AUTHOR: MCCOSHEN, BEV

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; *CULTURAL AWARENESS; *DISCUSSION (TEACHING TECHNIQUE); ORAL EXPRESSION; SOCIAL FACTORS

DESCRIBES NOON-HOUR CULTURAL-AWARENESS SESSIONS FOR INDIAN AND METIS CHILDREN OF ALL AGES AT RED WING SCHOOL. (LS)

JOURNAL CITATION: NORTHIAN; 8; 2: 18-20

ACCESSION NUMBER: EJ043774

PUBLICATION DATE: OCT 71

TITLE: UNDERSTANDING THE INDIAN

PERSONAL AUTHOR: SPANG, ALONZO T.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; COUNSELING EFFECTIVENESS; *COUNSELOR ROLE; *CULTURAL DIFFERENCES; CULTURAL DISADVANTAGEMENT; *CULTURAL INTERRELATIONSHIPS; ETHNIC GROUPS

GENUINE COMMUNICATION WITH INDIAN PEOPLE CAN BE FACILITATED BY SHATTERING FALSE MYTHS, UNDERSTANDING THE INDIAN FROM WITHIN HIS OWN CULTURE, AND RESPONDING TO HIS OWN INTERPRETATION OF THE NEEDS AND PROBLEMS ENCOUNTERED IN HIS RELATIONSHIPS WITH WHITE AMERICANS. (AUTHOR)

JOURNAL CITATION: PERSONNEL AND GUIDANCE JOURNAL; 50; 2; 97-102

ACCESSION NUMBER: EJ043776

PUBLICATION DATE: OCT 71

TITLE: AMERICAN INDIAN CULTURE AND THE READING PROGRAM

PERSONAL AUTHOR: STENSLAND, ANNA LEE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ANNOTATED BIBLIOGRAPHIES; ANTHOLOGIES; BIOGRAPHIES; NOVELS; POETRY; *READING INTERESTS; READING MATERIALS; *READING PROGRAMS; *RETARDED READERS

JOURNAL CITATION: JOURNAL OF READING; 15; 1; 22-26

ACCESSION NUMBER: EJ043901

PUBLICATION DATE: SUM 71

TITLE: FORMAL EDUCATION FOR AMERICAN INDIANS

PERSONAL AUTHOR: BASS, WILLIARD P.

DESCRIPTOR: *ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *EDUCATIONAL NEEDS; *SURVEYS

JOURNAL CITATION: JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION; 4; 4; 21-31

ACCESSION NUMBER: EJ044733

PUBLICATION DATE: OCT 71

TITLE: WE TALK, YOU LISTEN: A SELECTED BIBLIOGRAPHY

DESCRIPTOR: AMERICAN INDIANS; *BIBLIOGRAPHIES; *COUNSELOR ROLE; *ETHNIC GROUPS; MEXICAN AMERICANS; *MINORITY GROUPS; PUERTO RICANS

AN ADJUNCT TO THE ARTICLES CONTAINED IN THE SAME ISSUE ON ETHNIC GROUPS, THIS BIBLIOGRAPHY IS DESIGNED TO ASSIST READERS, PARTICULARLY COUNSELORS, IN EXPANDING THEIR KNOWLEDGE OF SUCH GROUPS THROUGH READINGS BY CHICANOS, INDIANS AND PUERTO RICANS. (CJ)

JOURNAL CITATION: PERSONNEL AND GUIDANCE JOURNAL; 50; 2; 145-146

ACCESSION NUMBER: EJ044747

PUBLICATION DATE: SEP 15 71

TITLE: THE PLIGHT OF THE NATIVE AMERICAN

PERSONAL AUTHOR: MICKINOCK, REY

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; BOOK REVIEWS; *TEXTBOOK BIAS

JOURNAL CITATION: SCHOOL LIBRARY JOURNAL; 46-49

ACCESSION NUMBER: EJ044893

PUBLICATION DATE: SEP 71

TITLE: NEW HOPE FOR INDIAN EDUCATION

PERSONAL AUTHOR: RENAUD, ANDRE

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL CHANGE; *ETHNIC GROUPS

IDENTIFIER: CANADA

JOURNAL CITATION: EDUCATION CANADA; 2; 3; 4-7

ACCESSION NUMBER: EJ044927

PUBLICATION DATE: OCT 71

TITLE: A TALK WITH SOME NATIVE AMERICANS

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ETHNIC GROUPS; TRIBES; YOUTH; *YOUTH PROBLEMS

INDIAN YOUTH FORM A NEW GENERATION, AND THEY ARE IMPATIENT FOR CHANGE AND SELF DETERMINATION IN THEIR OWN LIVES AND ARE DEEPLY STIRRED TO MAKE A COMMITMENT TO SERVE THE NEEDS OF THEIR OWN TRIBAL COMMUNITIES. THESE CONCERNS AND HOPES HIGHLIGHT A DIALOGUE AMONG SEVERAL INDIAN STUDENTS. (AUTHOR)

JOURNAL CITATION: PERSONNEL AND GUIDANCE JOURNAL; 50; 2; 103-108

ACCESSION NUMBER: EJ044948

PUBLICATION DATE: SUM 71

TITLE: LAW SCHOLARSHIP PROGRAM FOR AMERICAN INDIANS

DESCRIPTOR: *AMERICAN INDIANS; *COLLEGE PROGRAMS; *LAW SCHOOLS; *SCHOLARSHIPS

IDENTIFIER: NEW MEXICO UNIVERSITY

JOURNAL CITATION: NORTHIAN; 8; 2; 32-4

ACCESSION NUMBER: EJ044964

PUBLICATION DATE: JUN 71

TITLE: TASK EXPERIENCE AND INTERTRIBAL VALUE DIFFERENCES ON THE WIND RIVER RESERVATION

PERSONAL AUTHOR: TEFFT, STANTON K.

DESCRIPTOR: *ACHIEVEMENT NEED; *AFFILIATION NEED; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CAUCASIANS; CULTURE CONTACT; GROUP NORMS; RESERVATIONS (INDIAN); *VALUES

IDENTIFIER: *WYOMING

A STUDY OF THE VALUE ORIENTATIONS OF SHOSHONE AND NORTHERN ARAPAHO INDIANS LIVING ON A RESERVATION IN NORTHEASTERN WYOMING, FOCUSING ON THE DISPARATE REFERENCE GROUP FUNCTIONS OF THE ADJACENT WHITE COMMUNITY. (JM)

JOURNAL CITATION: SOCIAL FORCES; 49; 4; 604-614

ACCESSION NUMBER: EJ045164

PUBLICATION DATE: F 71

TITLE: PATTERNS OF CULTURAL CHANGE IN A SALISH FLATHEAD COMMUNITY

PERSONAL AUTHOR: BIGART, ROBERT JAMES

DESCRIPTOR: *ACCULTURATION; *AMERICAN INDIANS; ECONOMIC FACTORS; *HIGH SCHOOL STUDENTS; INTERMARRIAGE; *PSYCHOLOGICAL TESTING; *RACIAL DIFFERENCES; TABLES (DATA); VALUES

IDENTIFIER: MONTANA

JOURNAL CITATION: HUMAN ORGANIZATION; 30; 3; 229-37

ACCESSION NUMBER: EJ044965

PUBLICATION DATE: SPR 71

TITLE: AMERICANS FOR INDIAN OPPORTUNITY

PERSONAL AUTHOR: HARRIS, LADONNA

DESCRIPTOR: *AMERICAN INDIANS; *BIAS; CIVIL RIGHTS; *ECONOMIC OPPORTUNITIES; *EDUCATIONAL OPPORTUNITIES; EQUAL PROTECTION; *PRIVATE AGENCIES; SOCIAL ACTION

IDENTIFIER: AMERICANS FOR INDIAN OPPORTUNITY; OKLAHOMA

A DESCRIPTION BY ITS PRESIDENT OF THE HISTORY AND PURPOSES OF "AMERICANS FOR INDIAN OPPORTUNITY," A NATIONAL NONPROFIT ORGANIZATION GOVERNED JOINTLY BY INDIANS AND INTERESTED NON-INDIANS. (JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 4; 2; 14-17

ACCESSION NUMBER: EJ045205

PUBLICATION DATE: SPR 71

TITLE: THE NEW EXODUS

PERSONAL AUTHOR: DELORIA, VINE, JR.

DESCRIPTOR: AMERICAN INDIANS; BLACK POWER; CIVIL RIGHTS; *COMMUNITY INFLUENCE; *ETHNIC GROUPS; MEXICAN AMERICANS; MINORITY GROUPS; *POLITICAL POWER; *SOCIAL CHANGE; *SOCIAL INTEGRATION

A DISCUSSION OF THE SHIFT OF THE FOCUS OF MINORITY GROUP ACTION FROM ASSIMILATION ON EQUAL TERMS WITH INDIVIDUAL MAJORITY GROUP MEMBERS TO ETHNIC IDENTITY AND REDISTRIBUTION OF POWER AMONG ETHNICALLY-BASED COMMUNITIES. (JM)

JOURNAL CITATION: CIVIL RIGHTS DIGEST; 4; 2; 38-44

ACCESSION NUMBER: EJ045461

PUBLICATION DATE: OCT 71

TITLE: SEARCH FOR IDENTITY CREATES PROBLEMS FOR INDIAN STUDENTS

PERSONAL AUTHOR: LEITKA, GENE

DESCRIPTOR: *ACTIVISM; *AMERICAN INDIANS; *COURTS; *SCHOOLS; *SELF CONCEPT; STUDENT RIGHTS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 1; 7-10

ACCESSION NUMBER: EJ045527

PUBLICATION DATE: NOV 71

TITLE: NAVAJO EDUCATION: IS THERE HOPE?

PERSONAL AUTHOR: CASE, C. C.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIAN LANGUAGES; *CULTURE CONFLICT; *ETHNIC GROUPS

THE FAILINGS OF THE WHITE MAN IN HIS ATTEMPT TO EDUCATE THE NAVAJOS ARE DISCUSSED. (CK)

JOURNAL CITATION: EDUCATIONAL LEADERSHIP; 29; 2; 129-32

ACCESSION NUMBER: EJ045535

PUBLICATION DATE: OCT 71

TITLE: CROSS CULTURE CONTACT

PERSONAL AUTHOR: HALEY, BILL

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *COLLEGE ATTENDANCE; *CULTURAL CONTEXT; *CULTURAL DIFFERENCES

JOURNAL CITATION: CONTEMPORARY EDUCATION; 43; 1; 26-27

ACCESSION NUMBER: EJ045731

PUBLICATION DATE: OCT 71

TITLE: OLDER PROGRAMS IN NAVAJO AREA PROGRESSING, NEW ONES PROMISING

DESCRIPTOR: *AMERICAN INDIANS; *BICULTURALISM; *BILINGUAL EDUCATION; BOARDING SCHOOLS; BOARDS OF EDUCATION; DROPOUT RATE; *EDUCATION; FEDERAL AID; SPECIAL EDUCATION

IDENTIFIER: NAVAJOS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 1; 11-15

ACCESSION NUMBER: EJ046358

PUBLICATION DATE: OCT 71

TITLE: LUMMIS SHAPE OWN ECONOMIC DESTINY

PERSONAL AUTHOR: WRIGHT, DON D.

DESCRIPTOR: *AGRICULTURAL RESEARCH PROJECTS; *AMERICAN INDIANS; *ECONOMIC OPPORTUNITIES; EMPLOYMENT OPPORTUNITIES; FEDERAL AID; FEDERAL PROGRAMS; *FISHERIES; *RESERVATIONS (INDIAN)

IDENTIFIER: LUMMI INDIAN TRIBAL ENTERPRISE; OFFICE OF ECONOMIC OPPORTUNITY

DESCRIBES AN AQUACULTURAL PROJECT, FISH-FARMING, PLANNED AND CARRIED OUT IN THE PACIFIC NORTHWEST BY THE LUMMI INDIAN TRIBAL ENTERPRISE, AND FUNDED BY THE OEO. (JM)

JOURNAL CITATION: OPPORTUNITY; 1; 7; 19-22

ACCESSION NUMBER: EJ046511

PUBLICATION DATE: OCT 71

TITLE: A COMPARISON OF SEMINOLE READING VOCABULARY AND THE DOLCH WORD LISTS. PROJECT REPORT III

PERSONAL AUTHOR: KERSEY, HARRY; FADJO, REBECCA

DESCRIPTOR: *AMERICAN INDIANS; EDUCATIONAL DISADVANTAGEMENT; *ELEMENTARY SCHOOL STUDENTS; READING RESEARCH; *REMEDIAL READING PROGRAMS; *VOCABULARY

IDENTIFIER: FLORIDA

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 1; 16-18

ACCESSION NUMBER: EJ046403

PUBLICATION DATE: OCT 71

TITLE: CROW-NORTHERN CHEYENNE SELECTED FOR STUDY

PERSONAL AUTHOR: KENNEDY, THOMAS G.

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; *COLLEGE STUDENTS; *CROSS CULTURAL STUDIES; *PERSONALITY STUDIES; QUESTIONNAIRES; STATISTICAL ANALYSIS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 1; 27-31

ACCESSION NUMBER: EJ046611

PUBLICATION DATE: OCT 71

TITLE: ESKIMO GRAPHIC ART

DESCRIPTOR: *AMERICAN INDIAN CULTURE; BIBLIOGRAPHIES; *ESKIMOS; *GRAPHIC ARTS; HUMANITIES; *PRINTING; SOCIAL STUDIES

IDENTIFIER: *CANADA

JOURNAL CITATION: SOCIAL EDUCATION; 35; 6; 602-605

ACCESSION NUMBER: EJ046639

PUBLICATION DATE: OCT 71

TITLE: THE PLAINS INDIANS AND EDUCATIONAL THEORY

PERSONAL AUTHOR: FRIESEN, JOHN W.; MOSESON, LINDA

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; *EDUCATIONAL HISTORY; *EDUCATIONAL THEORIES; LEARNING THEORIES; *TEACHING METHODS

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 1; 19-26

ACCESSION NUMBER: EJ046673

PUBLICATION DATE: OCT 71

TITLE: USING PHYSICAL EDUCATION IN ENGLISH LANGUAGE PRACTICE

PERSONAL AUTHOR: TEFFT, VIRGINIA

DESCRIPTOR: *AMERICAN INDIANS; *ENGLISH (SECOND LANGUAGE); *KINDERGARTEN; LESSON PLANS; *PHYSICAL EDUCATION; *PRIMARY GRADES; TEACHING MODELS

IDENTIFIER: NAVAJOS; NEW MEXICO

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 1; 1-6

ACCESSION NUMBER: EJ046969

PUBLICATION DATE: F 71

TITLE: THE PONCA SHINNY GAME

PERSONAL AUTHOR: HOWARD, JAMES H.

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; *ATHLETICS; *CULTURAL ACTIVITIES; CULTURAL BACKGROUND; *RELIGIOUS FACTORS

JOURNAL CITATION: INDIAN HISTORIAN: 4; 3; 10-15

ACCESSION NUMBER: EJ046970

PUBLICATION DATE: F 71

TITLE: THE NEZ PERCES' RELATIONSHIP TO THEIR LAND

PERSONAL AUTHOR: WHALEN, SUE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CULTURAL AWARENESS; LAND USE; NATURAL RESOURCES; *PHILOSOPHY; *RELIGIOUS FACTORS

JOURNAL CITATION: INDIAN HISTORIAN; 4; 3; 30-3

ACCESSION NUMBER: EJ046972

PUBLICATION DATE: DEC 71

TITLE: AMERICAN INDIAN CULTURE: PROMISES, PROBLEMS, AND POSSIBILITIES

PERSONAL AUTHOR: STENSLAND, ANNA LEE

DESCRIPTOR: *AMERICAN CULTURE; AMERICAN HISTORY; *AMERICAN INDIAN CULTURE; AMERICAN LITERATURE; *CULTURAL AWARENESS; CURRICULUM ENRICHMENT; *ETHNIC GROUPS; MINORITY GROUPS; *TRIBES

THE IRREFUTABLE REASON FOR INCLUDING INDIAN CULTURE IN THE CURRICULUM IS THE ERROR WHICH OUR TRADITIONAL STUDY OF HISTORY AND AMERICAN LITERATURE IS PERPETUATING. IN AN EFFORT TO RECTIFY THIS, WORKS BY INDIAN AUTHORS, INDIAN POETRY AND LEGENDS, AND WORKS ABOUT INDIANS ARE SUGGESTED. (AUTHOR/RB)

JOURNAL CITATION: ENGLISH JOURNAL; 60; 9; 1195-1200

ACCESSION NUMBER: EJ047292

PUBLICATION DATE: F 71

TITLE: CANADIAN INDIAN POLICY: A YEAR OF DEBATE

PERSONAL AUTHOR: DURAN, JAMES A., JR.

DESCRIPTOR: *AMERICAN INDIANS; *GOVERNMENT ROLE; LEGAL PROBLEMS; *POLICY; POLITICAL ATTITUDES; RACE RELATIONS; SERVICES; SOCIAL PROBLEMS

JOURNAL CITATION: INDIAN HISTORIAN; 4; 3; 34-6

ACCESSION NUMBER: EJ047415

PUBLICATION DATE: SEP 71

TITLE: AMERICAN ORAL LITERATURE: OUR FORGOTTEN HERITAGE

PERSONAL AUTHOR: HASLAM, GERALD

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN LITERATURE; ETHNIC STUDIES; *FOLK CULTURE; NARRATION; *NEGRO LITERATURE; ORAL COMMUNICATION; POETRY

IDENTIFIER: *ORAL TRADITION; POPULAR CULTURE

FOCUSES ON AMERICAN INDIAN AND AFRO-AMERICAN ORAL TRADITION TO EXPLORE THE SUBSTANCE AND POTENTIAL PEDAGOGIC VALUE OF AMERICAN ORAL LITERATURE. STRESSES THE LITERARY VALUE OF MODERN FOLK LITERATURE, INCLUDING POPULAR SONGS AND RHETORIC. (AUTHOR/JB)

JOURNAL CITATION: ENGLISH JOURNAL; 60; 6; 709-23

ACCESSION NUMBER: EJ047660

PUBLICATION DATE: APR 71

TITLE: TEACHING ENGLISH TO AMERICAN INDIANS

PERSONAL AUTHOR: HOPKINS, THOMAS R.

DESCRIPTOR: *AMERICAN INDIANS; *BILINGUAL EDUCATION; BILINGUAL STUDENTS; CURRICULUM DEVELOPMENT; *EDUCATIONAL HISTORY; EDUCATIONAL POLICY; *ENGLISH (SECOND LANGUAGE); *FEDERAL GOVERNMENT; LANGUAGE INSTRUCTION; SCHOOL COMMUNITY RELATIONSHIP

REVIEWS BRIEFLY THE HISTORY OF FEDERALLY ADMINISTERED INDIAN EDUCATION AND ADVOCATES THAT BILINGUAL EDUCATION BECAME A BASIC ASSUMPTION IN THE PROCESS OF TEACHING ENGLISH TO AMERICAN INDIANS. (JM)

JOURNAL CITATION: ENGLISH RECORD; 21; 4; 24-31

ACCESSION NUMBER: EJ047807

PUBLICATION DATE: F 71

TITLE: DESEGREGATION DENIES JUSTICE TO LUMBEE INDIANS

PERSONAL AUTHOR: GAILLARD, FRYE

DESCRIPTOR: *AMERICAN INDIANS; ANGLO AMERICANS; CULTURAL FACTORS; MINORITY GROUP TEACHERS; NEGROES; *RACE RELATIONS; *SCHOOL DISTRICT AUTONOMY; *SCHOOL INTEGRATION; SOCIOECONOMIC INFLUENCES

IDENTIFIER: NORTH CAROLINA

JOURNAL CITATION: INDIAN HISTORIAN; 4; 3; 17-22

ACCESSION NUMBER: EJ047808

PUBLICATION DATE: F 71

TITLE: INDIAN EDUCATION-A CULTURAL DILEMMA

PERSONAL AUTHOR: OTIS, MORGAN

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; CULTURE CONFLICT; *EDUCATIONAL HISTORY; *EDUCATIONAL PHILOSOPHY; EDUCATIONAL POLICY; GOVERNMENT ROLE; RELEVANCE (EDUCATION)

JOURNAL CITATION: INDIAN HISTORIAN; 4; 3; 23-6

ACCESSION NUMBER: EJ047809

PUBLICATION DATE: F 71

TITLE: THE YAQUI

PERSONAL AUTHOR: JENSEN, MARGUERITE

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL FACTORS; GOVERNMENT ROLE; *HISTORY; *RELIGIOUS FACTORS

JOURNAL CITATION: INDIAN HISTORIAN; 4; 3; 41-3

ACCESSION NUMBER: EJ047815

PUBLICATION DATE: OCT 71

TITLE: HONEST INJUN

PERSONAL AUTHOR: CHRISTENSEN, J. A.

DESCRIPTOR: *AMERICAN INDIANS; BACKGROUND; *BOOK REVIEWS; *GROUPS; HISTORY

THE AUTHOR EXAMINES THE PLIGHT OF THE INDIAN. (MR)

JOURNAL CITATION: MEDIA AND METHODS-EXPLORATION IN EDUCATION; 8; 2; 38-43,70-1

ACCESSION NUMBER: EJ047903

PUBLICATION DATE: FEB 71

TITLE: READING IS FUNDAMENTAL

DESCRIPTOR: AMERICAN INDIANS; *DISADVANTAGED YOUTH; INNER CITY; *NATIONAL PROGRAMS; *PAPERBACK BOOKS; READING INTERESTS; *READING PROGRAMS; STUDENT MOTIVATION; *SUPPLEMENTARY READING MATERIALS; VOLUNTEERS

REPORTS ON A NATIONAL PROGRAM THAT PROVIDES FREE BOOKS TO UNDERPRIVILEGED CHILDREN IN HOPES OF INCREASING THEIR INTEREST IN READING AND THEIR ABILITY TO READ. (VJ)

JOURNAL CITATION: READING NEWSREPORT; 5; 4; 36-39

ACCESSION NUMBER: EJ047969

PUBLICATION DATE: F 71

TITLE: THE ANTHROPOLOGIST AS THE INDIAN'S IMAGE-MAKER

PERSONAL AUTHOR: MEDICINE, BEA

DESCRIPTOR: *AMERICAN INDIANS; *ANTHROPOLOGY; CULTURAL FACTORS; CULTURAL IMAGES; *ETHNIC STEREOTYPES

JOURNAL CITATION: INDIAN HISTORIAN; 4; 3; 27-9

ACCESSION NUMBER: EJ047970

PUBLICATION DATE: F 71

TITLE: DEATH, BURIAL, MOURNING AMONG WESTERN IROQUOIS

PERSONAL AUTHOR: MATHUR, MARY E. FLEMING

DESCRIPTOR: *AMERICAN INDIANS; ARCHAEOLOGY; ATTITUDES; *CULTURAL TRAITS; *DEATH; *RELIGIOUS FACTORS

JOURNAL CITATION: INDIAN HISTORIAN; 4; 3; 37-40

ACCESSION NUMBER: EJ048398

PUBLICATION DATE: JAN 72

TITLE: INDIAN FOLKLORE: RICH HERITAGE FOR THE ¬NOW" GENERATION

PERSONAL AUTHOR: CARLSON, JULIE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; FOLK CULTURE; *LEGENDS; *STORY TELLING

DESCRIBES ACTIVITIES OF AMERICAN INDIAN STORYTELLER; INCLUDES SEVERAL LEGENDS. (SP)

JOURNAL CITATION: ELEMENTARY ENGLISH; 49; 1; 120-3

ACCESSION NUMBER: EJ049233

PUBLICATION DATE: OCT 71

TITLE: LIBRARY SERVICE TO AMERICAN INDIANS

PERSONAL AUTHOR: SMITH, JUNE SMECK

DESCRIPTOR: *AMERICAN INDIANS; *CULTURALLY DISADVANTAGED; *LIBRARY SERVICES

AMERICAN INDIANS WANT TO RETAIN THEIR OWN CULTURE AND CONTROL THEIR OWN LIVES AND INSTITUTIONS. THEY DO NOT WANT TO BE INTEGRATED INTO THE WHITE CULTURE. THEY ARE PROUD OF THEIR CULTURAL HERITAGE AND WANT TO CONTINUE TO BE INDIANS. THIS ARTICLE SUGGESTS IMPROVEMENTS IN LIBRARY SERVICES TO AMERICAN INDIANS. (29 REFERENCES) (AUTHOR/NH)

JOURNAL CITATION: LIBRARY TRENDS; 20; 2; 223-238

ACCESSION NUMBER: EJ049293

PUBLICATION DATE: JAN 72

TITLE: EDUCATIONAL ACHIEVEMENT AMONG THREE FLORIDA SEMINOLE RESERVATIONS

PERSONAL AUTHOR: KERSEY, H. A.; GREENE, H. R.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND; CULTURAL DIFFERENCES; *CULTURAL ENVIRONMENT; DISADVANTAGED ENVIRONMENT; *ETHNIC GROUPS; *MINORITY GROUPS; *TRIBES

IDENTIFIER: WIDE RANGE ACHIEVEMENT TEST; WRAT

TESTING ALL SEMINOLE STUDENTS IN GRADES 1-4 RESIDING ON THE RESERVATIONS, THE AUTHORS TRIED TO PINPOINT THE LEARNING DIFFICULTIES UNIQUE TO THIS GROUP, AND, AT THE SAME TIME, PROVIDE A COMPARATIVE VIEW OF SEMINOLE ACHIEVEMENT IN DIFFERENT SOCIAL SETTINGS. (RP)

JOURNAL CITATION: SCHOOL AND SOCIETY; 100; 2338; 25-28

ACCESSION NUMBER: EJ049239

PUBLICATION DATE: OCT 71

TITLE: THE CHANGING ENVIRONMENT AND CHANGING INSTITUTION: INDIAN PROJECT OF THE NORTHEAST KANSAS LIBRARY SYSTEM

PERSONAL AUTHOR: CUNNINGHAM, WILLIAM D.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURALLY DISADVANTAGED; LIBRARY PROGRAMS; *LIBRARY SERVICES; REGIONAL LIBRARIES; *SOCIAL CHANGE

IDENTIFIER: *KANSAS

THE CHIEF FEATURES OF THE PROGRAM'S FIRST YEAR WERE THE ESTABLISHMENT OF A LIASON BETWEEN THE LIBRARY AND IDENTIFIABLE SERVICE NEEDS WITHIN THE COMMUNITY, THE SECOND YEAR WAS FOR DEVELOPING THE COMMUNICATION CENTER APPROACH; AND DEVELOPMENT OF SPECIAL SERVICES AND A CULTURAL AWARENESS PROGRAM WERE PROJECTED FOR THE THIRD AND FOURTH YEARS. (2 REFERENCES) (AUTHOR/NH)

JOURNAL CITATION: LIBRARY TRENDS; 20; 2; 376-381

ACCESSION NUMBER: EJ049296

PUBLICATION DATE: JAN 72

TITLE: MENOMINEE INDIANS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURE CONFLICT; ETHNIC GROUPS; MINORITY GROUP CHILDREN; *SOCIAL VALUES

IDENTIFIER: *MENOMINEE INDIANS; PLANNED INDIVIDUAL LEARNING EXPERIENCE; PILE

ARTICLE GIVES SUGGESTIONS FOR RELATING THE CURRICULUM TO TRADITIONAL INDIAN VALUES. (SP)

JOURNAL CITATION: INSTRUCTOR; 81; 5; 47-50

ACCESSION NUMBER: EJ049561

PUBLICATION DATE: OCT 71

TITLE: MELTING POTS, VANISHING AMERICANS, AND OTHER MYTHS

PERSONAL AUTHOR: BORMAN, LEONARD D.

DESCRIPTOR: AMERICAN INDIANS; *CULTURALLY DISADVANTAGED; ETHNIC GROUPS; *LIBRARIANS; *LIBRARY SERVICES; NEGRO CULTURE; *SOCIAL CHANGE

LIBRARIES SHOULD NOT BE VIEWED AS INERT MONOLITHS OR DINOSAURS, UNCHANGING OR UNRESPONSIVE. RATHER THEY SHOULD PARTICIPATE RIGHTFULLY IN THE CENTER OF OUR COMMUNITY DIALOGUE, EVEN AS THE KEYSTONE BETWEEN WHAT HAS GONE BEFORE AND WHAT IS TO COME. (18 REFERENCES) (AUTHOR/NH)

JOURNAL CITATION: LIBRARY TRENDS; 20; 2; 210-222

ACCESSION NUMBER: EJ049671

PUBLICATION DATE: OCT 71

TITLE: CORRELATION OF SOCIAL CLASS AND EDUCATION ON THE FLATHEAD INDIAN RESERVATION, MONTANA

PERSONAL AUTHOR: BROCKMANN, C. THOMAS

DESCRIPTOR: ACADEMIC ACHIEVEMENT; *AMERICAN INDIANS; *EDUCATION; *EDUCATIONAL BENEFITS; ETHNIC GROUPS; RACIAL DISCRIMINATION; *SOCIAL CLASS; *SOCIOECONOMIC STATUS

IDENTIFIER: FLATHEAD INDIANS

JOURNAL CITATION: ROCKY MOUNTAIN SOCIAL SCIENCE QUARTERLY; 8; 2; 11-17

ACCESSION NUMBER: EJ049877

PUBLICATION DATE: DEC 71

TITLE: THE INDIAN MEDICINE SHOW

PERSONAL AUTHOR: MCNAMARA, BROOKS

DESCRIPTOR: *AMERICAN INDIANS; *HISTORICAL REVIEWS; *THEATER ARTS

IDENTIFIER: *MEDICINE SHOWS

ADAPTED FROM A FORTHCOMING BOOK, THIS ARTICLE PRESENTS A HISTORY OF THE TRAVELING MEDICINE SHOWS THAT FLOURISHED AT THE END OF THE NINETEENTH CENTURY. (RY)

JOURNAL CITATION: EDUCATIONAL THEATRE JOURNAL; 23; 4; 431-45

ACCESSION NUMBER: EJ049898

PUBLICATION DATE: W 71

TITLE: WHITE-CREATED MYTHS ABOUT THE NATIVE AMERICANS

PERSONAL AUTHOR: SANDO, JOE S.

DESCRIPTOR: *AMERICAN INDIANS; *BIAS; *CULTURAL FACTORS;
*HISTORY; *IDENTIFICATION (PSYCHOLOGICAL)

JOURNAL CITATION: INDIAN HISTORIAN; 4; 4; 10-11

ACCESSION NUMBER: EJ049909

PUBLICATION DATE: JAN 72

TITLE: HOW SHOULD SCHOOLS BE HELD ACCOUNTABLE?

PERSONAL AUTHOR: WAX, MURRAY L.

DESCRIPTOR: AMERICAN INDIANS; *EDUCATIONAL ACCOUNTABILITY;
EDUCATIONAL CHANGE; *LANGUAGE ABILITY; MINORITY GROUP
CHILDREN; *PEER GROUPS; STUDENTS

JOURNAL CITATION: URBAN REVIEW; 5; 3; 11-15

ACCESSION NUMBER: EJ050056

PUBLICATION DATE: W 71

TITLE: THE CASE AGAINST POPULATION CONTROL: THE PROBABLE
CREATION OF THE FIRST AMERICAN INDIAN STATE

PERSONAL AUTHOR: STUCKI, LARRY R.

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL BACKGROUND;
*POLITICAL POWER; *POPULATION GROWTH; RACE RELATIONS;
*RESERVATIONS (INDIAN); *SOCIAL ACTION

IDENTIFIER: NAVAHO INDIANS

JOURNAL CITATION: HUMAN ORGANIZATION; 30; 4; 393-9

ACCESSION NUMBER: EJ050076

PUBLICATION DATE: W 71

TITLE: THE LUMBEE INDIANS OF NORTH CAROLINA AND PEMBROKE STATE UNIVERSITY

PERSONAL AUTHOR: DIAL, ADOLPH; ELIADES, DAVID K.

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL DEVELOPMENT; *HIGHER EDUCATION; *HISTORY; *LEGISLATION; PROGRAM DEVELOPMENT

JOURNAL CITATION: INDIAN HISTORIAN; 4; 4; 20-4

ACCESSION NUMBER: EJ050201

PUBLICATION DATE: JAN 72

TITLE: A CAREER DEVELOPMENT PROGRAM FOR INDIAN TEACHERS

PERSONAL AUTHOR: FAAS, LARRY A.

DESCRIPTOR: ADVISORY COMMITTEES; *AMERICAN INDIANS; *ASSOCIATE DEGREES; *CAREER LADDERS; FEDERAL PROGRAMS; *TEACHER AIDES; *TEACHER EDUCATION

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 2; 13-14

ACCESSION NUMBER: EJ050367

PUBLICATION DATE: JAN 72

TITLE: AN INDIAN VIEW OF EDUCATION: ¬YOU DIDN'T HAVE TO KNOW ENGLISH TO UNDERSTAND FUNNY BOOKS"

PERSONAL AUTHOR: GREGORY, JACK; STRICKLAND, RENNARD

DESCRIPTOR: *AMERICAN INDIANS; ATTITUDES; *CHILDHOOD ATTITUDES; CHILDRENS BOOKS; *CULTURAL DIFFERENCES; *RELEVANCE (EDUCATION); *SOCIAL EXPERIENCE; VALUES

TWO NARRATIVES (¬WE DIDN'T UNDERSTAND SCHOOL" AND ¬MY GRANDFATHER WAS A GOOD WITCH") PROVIDE IMPRESSIONS OF INDIAN CHILDREN ATTENDING PUBLIC SCHOOLS. (LS)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 2; 1-4

ACCESSION NUMBER: EJ050504

PUBLICATION DATE: JAN 72

TITLE: HEALTH CARE EXPERIMENT AT MANY FARMS

PERSONAL AUTHOR: MCDERMOTT, WALSH: AND OTHERS

DESCRIPTOR: *AMERICAN INDIANS; *MEDICINE; *PROGRAM DESCRIPTIONS; *PUBLIC HEALTH

DESCRIBES AN EXPERIMENTAL PROGRAM OF HEALTH CARE FOR A NAVAJO COMMUNITY, AND DISCUSSES THE USE OF PERSONAL PHYSICIAN CARE WHERE A PARA-MEDICAL REFERRAL SYSTEM MAY HAVE BEEN MORE TECHNOLOGICALLY EFFICIENT. (AL)

JOURNAL CITATION: SCIENCE; 175; 4017; 23-31

ACCESSION NUMBER: EJ050550

PUBLICATION DATE: W 71

TITLE: SMITHSONIAN PLANS NEW NATIVE AMERICAN HANDBOOK

PERSONAL AUTHOR: STURTEVANT, WILLIAM C.

DESCRIPTOR: *AMERICAN INDIANS; *BOOKS; *CONTENT ANALYSIS; *CULTURAL FACTORS; *HISTORY

JOURNAL CITATION: INDIAN HISTORIAN; 4; 4; 5-8

ACCESSION NUMBER: EJ050592

PUBLICATION DATE: JAN 72

TITLE: TEACHER ORIENTATION-NAVAJO STYLE

PERSONAL AUTHOR: BONNELL, LOUISE S.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; *CULTURAL EXCHANGE; *PARAPROFESSIONAL SCHOOL PERSONNEL; PLANNING; *TEACHER ORIENTATION

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 2; 30-2

ACCESSION NUMBER: EJ050735

PUBLICATION DATE: JAN 72

TITLE: CHEYENNE DISTINCTIVE FEATURES AND PHONOLOGICAL RULES

PERSONAL AUTHOR: FRANTZ, DONALD G.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; CONSONANTS; *DISTINCTIVE FEATURES; *ENVIRONMENTAL INFLUENCES; MORPHOLOGY (LANGUAGES); MORPHOPHONEMICS; *PHONEMES; PHONOLOGY; STRUCTURAL ANALYSIS; VOWELS

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 38; 1; 6-13

ACCESSION NUMBER: EJ050736

PUBLICATION DATE: JAN 72

TITLE: PROTO-EASTERN INTERIOR SALISH VOWELS

PERSONAL AUTHOR: KINKADE, M. DALE; SLOAT, CLARENCE

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; *COMPARATIVE ANALYSIS; CONTRASTIVE LINGUISTICS; MORPHEMES; PHONOLOGY; *SALISH; SUPRASEGMENTALS; *VOWELS

RESEARCH SUPPORTED BY GRANTS FROM THE AMERICAN PHILOSOPHICAL SOCIETY, THE UNIVERSITY OF KANSAS, THE NATIONAL SCIENCE FOUNDATION, THE AMERICAN COUNCIL OF LEARNED SOCIETIES, AND THE UNIVERSITY OF WASHINGTON. PRELIMINARY VERSION PRESENTED AT THE FOURTH INTERNATIONAL CONFERENCE ON SALISH LANGUAGES, VICTORIA, BRITISH COLUMBIA, AUGUST 25-26, 1969. (VM)

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 38; 1; 26-48

ACCESSION NUMBER: EJ050909

PUBLICATION DATE: JAN 72

TITLE: THE NEED TO INDIANIZE INDIAN SCHOOLS

PERSONAL AUTHOR: KALTSOUNIS, THEODORE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; AMERICAN INDIAN LANGUAGES; *AMERICAN INDIANS; *ETHNIC STUDIES; *MINORITY GROUPS; RESERVATIONS (INDIAN); SCHOOLS; *SOCIAL PROBLEMS

TO INDIANIZE SCHOOLS, FILL THEM WITH INDIAN TEACHERS, THEN PLACE INDIAN ADMINISTRATORS IN CHARGE. (AUTHOR)

JOURNAL CITATION: PHI DELTA KAPPAN; 53; 5; 291-293

ACCESSION NUMBER: EJ050939

PUBLICATION DATE: JAN 72

TITLE: RAISING ASPIRATIONS OF MINORITY CHILDREN WITH A SUPPORTIVE LEARNING ENVIRONMENT

PERSONAL AUTHOR: ANTES, JOHN M.

DESCRIPTOR: *ACADEMIC ASPIRATION; AMERICAN INDIANS; ANGLO AMERICANS; *INTERMEDIATE GRADES; *LABORATORY SCHOOLS; LEARNING MOTIVATION; *MINORITY GROUP CHILDREN; NEGROES; *OCCUPATIONAL ASPIRATION; PARENTAL ASPIRATION

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 2; 5-12

ACCESSION NUMBER: EJ050940

PUBLICATION DATE: JAN 72

TITLE: SHOULD VALUES BE TAUGHT IN THE CLASSROOM?

PERSONAL AUTHOR: DOGE, MARJORIE T.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; *SELF CONCEPT; *TEACHER ATTITUDES; *VALUES

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 2; 15-17

ACCESSION NUMBER: EJ050941

PUBLICATION DATE: JAN 72

TITLE: WE CONTINUE TO MASSACRE THE EDUCATION OF THE AMERICAN INDIAN

PERSONAL AUTHOR: MEYER, D. EUGENE

DESCRIPTOR: *AMERICAN INDIANS; BOARDING SCHOOLS; *CULTURE CONFLICT; FEDERAL PROGRAMS; *INDIVIDUAL POWER; *PARENT SCHOOL RELATIONSHIP; *RELEVANCE (EDUCATION)

JOURNAL CITATION: JOURNAL OF AMERICAN INDIAN EDUCATION; 11; 2; 18-25

ACCESSION NUMBER: EJ050942

PUBLICATION DATE: W 71

TITLE: THE ANISHINABE

PERSONAL AUTHOR: VIZENOR, GERALD

DESCRIPTOR: *AMERICAN INDIANS; CULTURAL FACTORS; *HISTORY; *IDENTIFICATION (PSYCHOLOGICAL); SEMANTICS

IDENTIFIER: CHIPPEWAS

JOURNAL CITATION: INDIAN HISTORIAN; 4; 4; 16-18

ACCESSION NUMBER: EJ050960

PUBLICATION DATE: JAN-FEB 72

TITLE: INDIANS FIND CITIES UNHAPPY HUNTING GROUNDS

PERSONAL AUTHOR: EVANS, PIERRE

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *ECONOMIC DEVELOPMENT; ECONOMIC DISADVANTAGEMENT; ETHNIC GROUPS; *LOW INCOME; *MINORITY GROUPS; *RACIAL DISCRIMINATION

JOURNAL CITATION: OPPORTUNITY; 2; 1; 20-25

ACCESSION NUMBER: EJ051207

PUBLICATION DATE: W 71

TITLE: MENOMINEE TERMINATION

PERSONAL AUTHOR: LURIE, NANCY OESTREICH

DESCRIPTOR: *AMERICAN INDIANS; *CIVIL RIGHTS; CULTURAL FACTORS; *ECONOMICS; EQUALIZATION AID; HISTORY; *LAND USE; *LEGISLATION

JOURNAL CITATION: INDIAN HISTORIAN; 4; 4; 31-45

ACCESSION NUMBER: EJ051472

PUBLICATION DATE: DEC 71

TITLE: MODIFICATION OF BEHAVIOR PATTERNS OF INDIAN CHILDREN

PERSONAL AUTHOR: GALLOWAY, CHARLES G.; MICKELSON, NORMA I.

DESCRIPTOR: *AMERICAN INDIANS; *BEHAVIOR CHAINING; *BEHAVIOR PATTERNS; BEHAVIORAL OBJECTIVES; *EDUCATIONAL PROGRAMS; PARTICIPATION; PATTERNED RESPONSES; POSITIVE REINFORCEMENT

DESCRIBED IS AN EDUCATIONAL PROGRAM CONDUCTED DURING THE SUMMER OF 1968 FOR THREE GROUPS OF INDIAN CHILDREN. (RY)

JOURNAL CITATION: ELEMENTARY SCHOOL JOURNAL; 72; 3; 150-5

ACCESSION NUMBER: EJ051634

PUBLICATION DATE: FEB 72

TITLE: EDUCATING THE AMERICAN INDIAN: A SCHOOL JOINS THE TWENTIETH CENTURY

PERSONAL AUTHOR: ALLEY, ROBERT D.; DAVISON, RONALD G.

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS, *BOARDING SCHOOLS; *EDUCATIONAL STRATEGIES; INDIVIDUALIZED INSTRUCTION; INSERVICE TEACHER EDUCATION; SENSITIVITY TRAINING

IDENTIFIER: CHILOCCO INDIAN SCHOOL (OKLAHOMA)

DESCRIBES THE REORGANIZATION AND RENOVATION OF AN AMERICAN INDIAN BOARDING SCHOOL. (AN)

JOURNAL CITATION: CLEARING HOUSE; 46; 6; 347-51

ACCESSION NUMBER: EJ051693

PUBLICATION DATE: JAN 3 72

TITLE: THE STRUGGLE FOR CONTROL OF INDIAN SCHOOLS

PERSONAL AUTHOR: GAILLARD, FRYE

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY SCHOOLS; CULTURAL AWARENESS; CURRICULUM DEVELOPMENT; *EDUCATIONAL LEGISLATION; EDUCATIONAL OPPORTUNITIES; EQUAL EDUCATION; *EXPERIMENTAL SCHOOLS; *SCHOOL ATTENDANCE LAWS

IDENTIFIER: *INDIAN EDUCATION

DISSATISFACTION OVER NON-SUCCESSFUL METHODS OF EDUCATING INDIAN CHILDREN HAS LED TO STRONG ASSERTION OF LEADERSHIP AND CONTROL BY INDIAN EDUCATORS. THE NEED FOR LEGISLATION PROTECTING THE AMERICAN INDIANS' RIGHT TO SELF CONTROLLED EDUCATION IS DISCUSSED. (JB)

JOURNAL CITATION: RACE RELATIONS REPORTER; 3; 1; 21-27

ACCESSION NUMBER: EJ052164

PUBLICATION DATE: SEP-DEC 71

TITLE: BILINGUAL EDUCATION - A SECOND LOOK

PERSONAL AUTHOR: BELL, PAUL W.

DESCRIPTOR: AMERICAN INDIANS; *BILINGUAL EDUCATION; BILINGUALISM; CURRICULUM DESIGN; *ENGLISH (SECOND LANGUAGE); *LANGUAGE PROGRAMS; SECOND LANGUAGE LEARNING; SPANISH SPEAKING; TEACHER EDUCATION

PAPER PRESENTED AT THE TESOL CONVENTION, NEW ORLEANS, LOUISIANA, MARCH 1971. (VM)

JOURNAL CITATION: TESOL NEWSLETTER; 5; 3-4; 7, 29-30

ACCESSION NUMBER: EJ052166

PUBLICATION DATE: DEC 71

TITLE: AFFECTIVE INFLUENCES ON ENGLISH LANGUAGE LEARNING AMONG INDIAN STUDENTS

PERSONAL AUTHOR: SCOON, ANNABELLE R.

DESCRIPTOR: ACCULTURATION; AFFECTIVE BEHAVIOR; *AMERICAN INDIANS; CULTURAL DIFFERENCES; *ENGLISH (SECOND LANGUAGE); *LEARNING MOTIVATION; NEGATIVE ATTITUDES; SECOND LANGUAGE LEARNING; SOCIOLINGUISTICS; STUDENT ALIENATION

PAPER PRESENTED AT THE TESOL CONVENTION IN NEW ORLEANS, LOUISIANA, MARCH 1971. (VM)

JOURNAL CITATION: TESOL QUARTERLY; 5; 4; 285-291

ACCESSION NUMBER: EJ052171

PUBLICATION DATE: DEC 71

TITLE: NORMING TESTS OF ESL AMONG AMERINDIAN CHILDREN

PERSONAL AUTHOR: BRIERE, EUGENE J.; BROWN, RICHARD H.

DESCRIPTOR: *AMERICAN INDIANS; *ENGLISH (SECOND LANGUAGE); LANGUAGE INSTRUCTION; LANGUAGE SKILLS; *NORMS; SCORING; STATISTICAL ANALYSIS; TEST CONSTRUCTION; TEST RELIABILITY

REVISED VERSION OF A PAPER PRESENTED AT THE TESOL CONVENTION IN NEW ORLEANS, LOUISIANA, MARCH 1971. PROJECT FUNDED BY THE BUREAU OF INDIAN AFFAIRS. (VM)

JOURNAL CITATION: TESOL QUARTERLY; 5; 4; 327-333

ACCESSION NUMBER: EJ052423

PUBLICATION DATE: FEB 72

TITLE: READING IMPROVEMENT FOR DISADVANTAGED AMERICAN INDIAN YOUTH

PERSONAL AUTHOR: KIMBLE, RAYMOND L.; DAVISON, RONALD G.

DESCRIPTOR: *AMERICAN INDIANS; *DISADVANTAGED YOUTH; INDIVIDUALIZED INSTRUCTION; *INSERVICE PROGRAMS; LEARNING ACTIVITIES; PROGRAM EVALUATION; READING DIAGNOSIS; READING IMPROVEMENT; *READING PROGRAMS; *SECONDARY SCHOOLS

JOURNAL CITATION: JOURNAL OF READING; 15; 5; 342-46

ACCESSION NUMBER: EJ052801

PUBLICATION DATE: DEC 71

TITLE: THE UNIVERSITY AND THE FIRST CANADIANS

PERSONAL AUTHOR: RENAUD, ANDRE

DESCRIPTOR: *AMERICAN INDIANS; *EDUCATIONAL DEVELOPMENT; ETHNIC STUDIES; GOVERNMENT ROLE; *HIGHER EDUCATION; *NEEDS; *SPEECHES

JOURNAL CITATION: NORTHIAN; 8; 3; 2-3

ACCESSION NUMBER: EJ052879

PUBLICATION DATE: DEC 71

TITLE: A LOOK AT THE PARLIAMENTARY REPORT ON INDIAN EDUCATION

PERSONAL AUTHOR: LEVAQUE, J. E. Y.

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; *EDUCATIONAL CHANGE; *GOVERNMENT ROLE; *GUIDELINES; PARENT ATTITUDES; STUDENT ATTITUDES

IDENTIFIER: CANADA

JOURNAL CITATION: NORTHIAN; 8; 3; 6-10

ACCESSION NUMBER: EJ053602

PUBLICATION DATE: DEC 71

TITLE: A PROGRESS REPORT ON INDIAN EDUCATION

PERSONAL AUTHOR: CHRETIEN, JEAN

DESCRIPTOR: *AMERICAN INDIANS; COMMUNITY INVOLVEMENT; CULTURAL FACTORS; *EDUCATIONAL DEVELOPMENT; GOVERNMENT ROLE; *SPEECHES

IDENTIFIER: CANADA

JOURNAL CITATION: NORTHIAN; 8; 3; 34-8

ACCESSION NUMBER: EJ053805

PUBLICATION DATE: DEC 71

TITLE: CONFLICT, CONFRONTATION, AND SOCIAL CHANGE ON THE ST. REGIS INDIAN RESERVE

PERSONAL AUTHOR: FRISCH, JACK A.

DESCRIPTOR: *ACTIVISM; *AMERICAN INDIANS; EDUCATIONAL CHANGE; FEDERAL LEGISLATION; *SOCIAL ACTION

IDENTIFIER: MOHAWKS

JOURNAL CITATION: NORTHIAN; 8; 3; 11-15

ACCESSION NUMBER: EJ054215

PUBLICATION DATE: MAR 72

TITLE: A SPECIAL ISSUE ON THE AMERICAN INDIAN

PERSONAL AUTHOR: GOLDBERG, LAZER

DESCRIPTOR: *AMERICAN INDIANS; *CULTURE; *ECOLOGY; HISTORY; *RESOURCE MATERIALS

DETAILS SOME POTENTIAL CONTRIBUTIONS TO BE OBTAINED FROM A STUDY OF AMERICAN INDIAN TRADITIONS AND LIFE STYLES. (CP)

JOURNAL CITATION: SCIENCE AND CHILDREN; 9; 6; 9-10

ACCESSION NUMBER: EJ054216

PUBLICATION DATE: MAR 72

TITLE: AMERICAN INDIAN WAYS IN MEDICINE

PERSONAL AUTHOR: VOGEL, VIRGIL J.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURE; INSTRUCTION; *MEDICINE; *RESOURCE MATERIALS

PROVIDES A BRIEF HISTORY OF AMERICAN INDIAN MEDICAL PRACTICES, TOOLS, AND DRUGS. (CP)

JOURNAL CITATION: SCIENCE AND CHILDREN; 9; 6; 14-17

ACCESSION NUMBER: EJ054217

PUBLICATION DATE: MAR 72

TITLE: THE SIOUX: THEIR DILEMMA OF ECONOMIC DEVELOPMENT

PERSONAL AUTHOR: KENT, GALVIN A.

DESCRIPTOR: *AMERICAN INDIANS; *CULTURE; *ECONOMIC DEVELOPMENT; *ECONOMIC DISADVANTAGEMENT; HISTORY; *RESOURCE MATERIALS

IDENTIFIER: SIOUX INDIANS

PROVIDES A DESCRIPTION OF THE PHYSICAL AND CULTURAL BARRIERS WHICH HAVE PREVENTED THE SIOUX FROM ADOPTING A MORE ADVANCED ECONOMY. (AUTHOR/CP)

JOURNAL CITATION: SCIENCE AND CHILDREN; 9; 6; 18-19

ACCESSION NUMBER: EJ055453

PUBLICATION DATE: APR 72

TITLE: THE AMERICAN INDIAN...AS ARTIST

PERSONAL AUTHOR: FEDER, NORMAN

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *ART; ART EXPRESSION; CERAMICS; *CULTURAL BACKGROUND; *DESIGN; DESIGN CRAFTS; PAINTING; WOODWORKING

DESCRIBES THE VARIOUS FORMS OF DECORATIVE ART UTILIZED BY THE VARIOUS AMERICAN INDIAN TRIBES, AND SOME OF THE CULTURAL BACKGROUND BEHIND THEM. (AN)

JOURNAL CITATION: GRADE TEACHER; 89; 8; 31-6, 45-6

ACCESSION NUMBER: EJ055588

PUBLICATION DATE: JAN 72

TITLE: HISTORY WITHOUT WRITING

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CULTURAL AWARENESS; *HISTORY

SIGNIFICANT EVENTS DEPICTED BY PICTOGRAPHS WERE LATER USED TO STIMULATE STORYTELLING, BY WHICH THE SIOUX CHILDREN LEARNED THE HISTORY OF THEIR PEOPLE. (MB)

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 2; 15-16

ACCESSION NUMBER: EJ055175

PUBLICATION DATE: FEB 72

TITLE: THE EFFECT OF A SERIES OF SPECIAL LESSONS ON INDIAN HISTORY AND CULTURE UPON THE ATTITUDES OF INDIAN AND NON-INDIAN STUDENTS

PERSONAL AUTHOR: PECORARO, JOSEPH

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *BEHAVIORAL SCIENCE RESEARCH; CHANGING ATTITUDES; DATA ANALYSIS; *ELEMENTARY SCHOOL STUDENTS; *RACIAL ATTITUDES; SOCIAL STUDIES; STUDENT ATTITUDES; TABLES (DATA)

JOURNAL CITATION: JOURNAL OF EDUCATION; 154; 3; 70-8

ACCESSION NUMBER: EJ055243

PUBLICATION DATE: MAR 72

TITLE: THE NAVAJOS BUILD A COLLEGE

PERSONAL AUTHOR: FUCHS, ESTELLE

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *COMMUNITY COLLEGES; ETHNIC GROUPS; HIGHER EDUCATION; *RESERVATIONS (INDIAN); *TECHNICAL INSTITUTES

IDENTIFIER: *NAVAJO COMMUNITY COLLEGE; NCC

DESCRIBES THE FIRST INSTITUTION OF HIGHER EDUCATION IN THE COUNTRY COMPLETELY ORGANIZED AND CONTROLLED BY INDIANS - THE NAVAJO COMMUNITY COLLEGE. (AUTHOR)

JOURNAL CITATION: SATURDAY REVIEW; 55; 10; 58-62

ACCESSION NUMBER: EJ054270

PUBLICATION DATE: MAR 72

TITLE: INDIAN STUDIES WITH AN EMPHASIS ON SCIENCE

PERSONAL AUTHOR: WEBSTER, LORAINE

DESCRIPTOR: *AMERICAN INDIANS; *CULTURE; ECOLOGY; *ELEMENTARY SCHOOL SCIENCE; HISTORY; INSTRUCTION; *RESOURCE MATERIALS

SUGGESTED IS A SCIENCE UNIT OF STUDY ON THE FOODS, TOOLS, CLOTHING, AND SHELTER OF THE AMERICAN INDIANS. (CP)

JOURNAL CITATION: SCIENCE AND CHILDREN; 9; 6; 11-13

ACCESSION NUMBER: EJ054218

PUBLICATION DATE: MAR 72

TITLE: THE FIRST ECOLOGISTS

PERSONAL AUTHOR: CRAWFORD, CLEO

DESCRIPTOR: *AMERICAN INDIANS; *CULTURE; *ECOLOGY; *ENVIRONMENTAL EDUCATION; HISTORY; *RESOURCE MATERIALS

JOURNAL CITATION: SCIENCE AND CHILDREN; 9; 6; 21

ACCESSION NUMBER: EJ054981

PUBLICATION DATE: JAN 3 72

TITLE: ¬WE'LL DO IT OUR OWN WAY AWHILE"

PERSONAL AUTHOR: GAILLARD, FRYE

DESCRIPTOR: AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; *COMMUNITY CONTROL; ETHNIC GROUPS; PUBLIC EDUCATION

JOURNAL CITATION: RACE RELATIONS REPORTER; 3; 1; 21-27

ACCESSION NUMBER: EJ055589

PUBLICATION DATE: NOV 71

TITLE: CHEYENNE DANCES

PERSONAL AUTHOR: STANDS IN TIMBER, JOHN

DESCRIPTOR: *AMERICAN INDIAN CULTURE; CULTURAL AWARENESS; *DANCE; HISTORY; RELIGION; SOCIAL FACTORS

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 1; 7-10

ACCESSION NUMBER: EJ055590

PUBLICATION DATE: NOV 71

TITLE: AN INDIAN GAME

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CULTURAL AWARENESS; *GAMES

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 1; 23-6

ACCESSION NUMBER: EJ055642

PUBLICATION DATE: MAY 72

TITLE: THE ART OF ETHNIC EDUCATION

PERSONAL AUTHOR: KITE, B. ALAN

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; CULTURAL BACKGROUND; *EDUCATIONAL EXPERIMENTS; ETHNIC GROUPS; ETHNIC ORIGINS; *ETHNIC STUDIES; MINORITY GROUPS; *SOUTHERN STATES

JOURNAL CITATION: URBAN REVIEW; 515; 13-22

ACCESSION NUMBER: EJ055705

PUBLICATION DATE: MAR 72

TITLE: NORTHWEST TERRITORIES TEACHER EDUCATION PROGRAM

PERSONAL AUTHOR: PURVIS, N. M.

DESCRIPTOR: AMERICAN INDIANS; CULTURAL FACTORS; ESKIMOS; *EXPERIMENTAL PROGRAMS; PROGRAM DESIGN; *PROGRAM EVALUATION; *PROGRAM PROPOSALS; *TEACHER EDUCATION; TEACHER INTERNS

IDENTIFIER: *NORTHWEST TERRITORIES (CANADA)

PARTICULAR FEATURES OF THIS EXPERIMENTAL PROGRAM WERE TO PROVIDE ACCESS AND ENCOURAGEMENT TO YOUNG NORTHERN STUDENTS, ESPECIALLY THOSE OF INDIAN, ESKIMO, OR METIS ORIGIN. (AUTHOR/MB)

JOURNAL CITATION: ELEMENTS: TRANSLATING THEORY INTO PRACTICE; 3; 7; 5-6

ACCESSION NUMBER: EJ055739

PUBLICATION DATE: SPR 72

TITLE: MISCONCEPTIONS: NATURAL AND PRIMITIVE AREAS

PERSONAL AUTHOR: GIANELLA, BILL

DESCRIPTOR: *AMERICAN INDIANS; ECOLOGY; *FIRE SCIENCE EDUCATION; LAND USE; *PARKS; *RECREATIONAL FACILITIES; *WATER RESOURCES

DISCUSSES THE ROLE OF CONTROLLED BURNING, AS WAS PRACTICED BY THE AMERICAN INDIANS, AS A TECHNIQUE IN LAND AND WATER RESOURCE MANAGEMENT. (MB)

JOURNAL CITATION: INDIAN HISTORIAN; 5; 1; 11-14

ACCESSION NUMBER: EJ056353

PUBLICATION DATE: APR 72

TITLE: MAYA-YUNGA-CHIPAYAN: A NEW LINGUISTIC ALIGNMENT

PERSONAL AUTHOR: STARK, LOUISA R.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; COMPARATIVE ANALYSIS; *CONTRASTIVE LINGUISTICS; DIACHRONIC LINGUISTICS; LANGUAGE CLASSIFICATION; *MAYAN LANGUAGES; MORPHOLOGY (LANGUAGES); PHONEMICS

IDENTIFIER: CH'OL; *YUNGA

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 38; 2; 119-135

ACCESSION NUMBER: EJ056354

PUBLICATION DATE: APR 72

TITLE: SOUTHERN PAIUTE /S/ AND /C/

PERSONAL AUTHOR: LOVINS, JULIE B.

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; ARTICULATION (SPEECH); CONSONANTS; *DESCRIPTIVE LINGUISTICS; ENVIRONMENTAL INFLUENCES; *PHONOLOGY; PRONUNCIATION; STRUCTURAL ANALYSIS; VOWELS

IDENTIFIER: *SOUTHERN PAIUTE

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 38; 2; 136-142

ACCESSION NUMBER: EJ056355

PUBLICATION DATE: APR 72

TITLE: PROTO-QUECHUA /PH/

PERSONAL AUTHOR: PROULX, PAUL

DESCRIPTOR: AMERICAN INDIAN LANGUAGES; COMPARATIVE ANALYSIS; CONSONANTS; CONTRASTIVE LINGUISTICS; *DIACHRONIC LINGUISTICS; LANGUAGE DEVELOPMENT; PHONOLOGY; *QUECHUA; REGIONAL DIALECTS

IDENTIFIER: *PROTO QUECHUA

JOURNAL CITATION: INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS; 38; 2; 142-145

ACCESSION NUMBER: EJ056523

PUBLICATION DATE: JAN 72

TITLE: INDIAN SIGN LANGUAGE

PERSONAL AUTHOR: STUMP, SARAIN

DESCRIPTOR: *AMERICAN INDIANS; *COMMUNICATION SKILLS; CONTENT ANALYSIS; *NONVERBAL COMMUNICATION

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 2; 9-14

ACCESSION NUMBER: EJ056524

PUBLICATION DATE: NOV 71

TITLE: INDIAN GRAPHIC SYMBOLS

PERSONAL AUTHOR: STUMP, SARAIN

DESCRIPTOR: *AMERICAN INDIANS; COMMUNICATION (THOUGHT TRANSFER); *CULTURAL AWARENESS; OJIBWA; *WRITING

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 1; 27-9

ACCESSION NUMBER: EJ056525

PUBLICATION DATE: SPR 72

TITLE: ETHNO-HISTORY OF INDIANS OF THE U.S.

PERSONAL AUTHOR: LUKES, EDWARD A.

DESCRIPTOR: *AMERICAN INDIANS; CONTENT ANALYSIS; COURSE ORGANIZATION; *ETHNIC STUDIES; *HISTORY

JOURNAL CITATION: INDIAN HISTORIAN; 5; 1; 23-5

ACCESSION NUMBER: EJ056526

PUBLICATION DATE: SPR 72

TITLE: THE NISQUALLY INDIAN RESERVATION

PERSONAL AUTHOR: SANCHEZ, JAMIE

DESCRIPTOR: *AMERICAN INDIANS; *FEDERAL LEGISLATION; *FISHERIES; *HISTORY; *RESERVATIONS (INDIAN)

IDENTIFIER: WASHINGTON STATE

JOURNAL CITATION: INDIAN HISTORIAN; 5; 1; 31-6

ACCESSION NUMBER: EJ056527

PUBLICATION DATE: SPR 72

TITLE: PUBLIC INTEREST IN THE INDIAN

PERSONAL AUTHOR: CONWAY, THOMAS G.

DESCRIPTOR: *AMERICAN INDIANS; BIBLIOGRAPHIC CITATIONS; FEDERAL LEGISLATION; *HISTORY; HUMANISM; NATIONALISM; WELFARE

JOURNAL CITATION: INDIAN HISTORIAN; 5; 1; 37-44

ACCESSION NUMBER: EJ056815

PUBLICATION DATE: MAY 72

TITLE: ISSUES IN TEACHING ABOUT AMERICAN INDIANS

PERSONAL AUTHOR: HERTZBERG, HAZEL W.

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; CROSS CULTURAL STUDIES; CULTURAL AWARENESS; *CURRICULUM DEVELOPMENT; ETHNIC STUDIES; *SOCIAL PROBLEMS; SOCIAL STUDIES; STEREOTYPES; *STUDENT ATTITUDES

JOURNAL CITATION: SOCIAL EDUCATION; 36; 5; 481-85

ACCESSION NUMBER: EJ056816

PUBLICATION DATE: MAY 72

TITLE: HOPI GLOSSARY

PERSONAL AUTHOR: COZE, PAUL

DESCRIPTOR: *AMERICAN INDIAN LANGUAGES; ELEMENTARY GRADES; GLOSSARIES; *HOPI; RESOURCE MATERIALS; SECONDARY GRADES; *UTO AZTECAN LANGUAGES; *VOCABULARY

JOURNAL CITATION: SOCIAL EDUCATION; 36; 5; 488

ACCESSION NUMBER: EJ056817

PUBLICATION DATE: MAY 72

TITLE: BIBIOGRAPHY OF SOURCES AND MATERIALS FOR TEACHING ABOUT AMERICAN INDIANS

PERSONAL AUTHOR: HIRSCHFELDER, ARLENE

DESCRIPTOR: *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; *BIBLIOGRAPHIES; BOOK LISTS; ELEMENTARY GRADES; INSTRUCTIONAL MATERIALS; *RESOURCE GUIDES; SECONDARY GRADES

JOURNAL CITATION: SOCIAL EDUCATION; 36; 5; 488-93

ACCESSION NUMBER: EJ056818

PUBLICATION DATE: MAY 72

TITLE: CURRENT NORTH AMERICAN INDIAN PERIODICALS

DESCRIPTOR: *AMERICAN INDIANS; ANNOTATED BIBLIOGRAPHIES; *BIBLIOGRAPHIES; ELEMENTARY GRADES; PERIODICALS; RESOURCE GUIDES; SECONDARY GRADES

JOURNAL CITATION: SOCIAL EDUCATION; 36; 5; 494-500

ACCESSION NUMBER: EJ056819

PUBLICATION DATE: MAY 72

TITLE: TEACHING ABOUT THE AMERICAN INDIAN IN THE SECONDARY SCHOOL: A CONTENT AND INQUIRY MODEL

PERSONAL AUTHOR: JACOBSON, DANIEL

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; *CULTURAL AWARENESS; *HISTORY; MODERN HISTORY; RESOURCE MATERIALS; SECONDARY GRADES; SOCIAL PROBLEMS; *SOCIAL STUDIES UNITS; TEACHING TECHNIQUES

JOURNAL CITATION: SOCIAL EDUCATION; 36; 5; 501-506, 511

ACCESSION NUMBER: EJ056820

PUBLICATION DATE: MAY 72

TITLE: STUDENT REACTIONS TO INDIAN TEACHERS OF NON-INDIAN CHILDREN

PERSONAL AUTHOR: FADDEN, JOHN; MOFSIE, LOUIS

DESCRIPTOR: *AMERICAN INDIANS; *CULTURAL AWARENESS; *CULTURAL DIFFERENCES; ELEMENTARY GRADES; SECONDARY GRADES; SOCIAL BACKGROUND; SOCIAL PROBLEMS; *STUDENT ATTITUDES; *TEACHER EXPERIENCE; TEACHING TECHNIQUES

JOURNAL CITATION: SOCIAL EDUCATION; 36; 5; 507-511

ACCESSION NUMBER: EJ056821

PUBLICATION DATE: MAY 72

TITLE: CULTURAL CONFLICT IN THE CLASSROOM

PERSONAL AUTHOR: REDBIRD-SELAM, HELEN MARIE; SELAM, LEROY B.

DESCRIPTOR: AFFECTIVE BEHAVIOR; *AMERICAN INDIANS; *CULTURAL AWARENESS; ELEMENTARY GRADES; RESOURCE MATERIALS; SECONDARY GRADES; *STUDENT TEACHING; TEACHER ATTITUDES; *TEACHER EDUCATION

JOURNAL CITATION: SOCIAL EDUCATION; 36; 5; 513-19

ACCESSION NUMBER: EJ056822

PUBLICATION DATE: MAY 72

TITLE: ¬THE HEROES OF DEFEAT": BIOGRAPHY AND AMERICAN INDIAN HISTORY

PERSONAL AUTHOR: WHITTEMORE, RICHARD

DESCRIPTOR: *AMERICAN HISTORY; *AMERICAN INDIANS; *BIOGRAPHIES; ELEMENTARY GRADES; RESOURCE MATERIALS; SECONDARY GRADES; TEACHING TECHNIQUES

JOURNAL CITATION: SOCIAL EDUCATION; 36; 5; 520-525, 534

ACCESSION NUMBER: EJ056823

PUBLICATION DATE: MAY 72

TITLE: MEDIA AND THE AMERICAN INDIAN: ETHNOGRAPHICAL, HISTORICAL, AND CONTEMPORARY ISSUES

PERSONAL AUTHOR: RICHBURG, JAMES R.

DESCRIPTOR: *AMERICAN INDIANS; *AUDIOVISUAL AIDS; ELEMENTARY GRADES; *FILMS; *INSTRUCTIONAL FILMS; *INSTRUCTIONAL MEDIA; MULTIMEDIA INSTRUCTION; SECONDARY GRADES

JOURNAL CITATION: SOCIAL EDUCATION; 36; 5; 526-33, 562

ACCESSION NUMBER: EJ056993

PUBLICATION DATE: SPR 72

TITLE: TYPES OF DESIGN USED BY AMERICAN INDIANS

PERSONAL AUTHOR: STUMP, SARAIN

DESCRIPTOR: *AMERICAN INDIANS; *ART EXPRESSION; *DESIGN; ILLUSTRATIONS

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 3; 9-12

ACCESSION NUMBER: EJ057155

PUBLICATION DATE: SPR 72

TITLE: HOW THE MOCKINGBIRD GOT ITS SONG

PERSONAL AUTHOR: COSTO, RUPERT

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CHILDREN; CULTURAL AWARENESS; *INSTRUCTIONAL MATERIALS; *MYTHOLOGY; *STORY TELLING; SUPPLEMENTARY READING MATERIALS; VALUES

IDENTIFIER: CAHUILLA INDIANS

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 3; 13-20

ACCESSION NUMBER: EJ057192

PUBLICATION DATE: SPR 72

TITLE: HOW TO CATCH A WILD HORSE

PERSONAL AUTHOR: WHITE, JOHN

DESCRIPTOR: *AMERICAN INDIANS; *CHILDREN; *CULTURAL AWARENESS; *SUPPLEMENTARY READING MATERIALS

IDENTIFIER: PLAINS INDIANS

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 3; 3-4

ACCESSION NUMBER: EJ057407

PUBLICATION DATE: SPR 72

TITLE: MUSICAL CLAP STICKS

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *CULTURAL AWARENESS; ILLUSTRATIONS; *LEARNING ACTIVITIES; *MUSICAL INSTRUMENTS

DESCRIBES HOW TO MAKE AND USE ¬CLAPPERS." (MB)

JOURNAL CITATION: WEEWISH TREE: A MAGAZINE OF INDIAN AMERICA FOR YOUNG PEOPLE; 1; 3; 25

ACCESSION NUMBER: EJ057697

PUBLICATION DATE: MAY 72

TITLE: ANN NOLAN CLARK--BUILDING BRIDGES OF CULTURAL UNDERSTANDING

PERSONAL AUTHOR: GRIESE, ARNOLD A.

DESCRIPTOR: *AMERICAN INDIAN CULTURE; *AUTHORS; *BIOGRAPHIES; BOOKLISTS; *CHILDRENS BOOKS; LITERARY INFLUENCES; LITERARY STYLES; TEACHERS

IDENTIFIER: *CLARK (ANN NOLAN)

SURVEYS THE CAREER OF ANN NOLAN CLARK AND HER COMMITMENT TO A LIFE OF TEACHING AND OF WRITING FOR AND ABOUT AN ETHNIC MINORITY--THE INDIAN. (AUTHOR/MB)

JOURNAL CITATION: ELEMENTARY ENGLISH; 49; 5; 648-658

ACCESSION NUMBER: EJ057939

PUBLICATION DATE: SUM 72

TITLE: MULTI-ETHNIC MEDIA: SELECTED BIBLIOGRAPHIES (SUPPLEMENT III)

DESCRIPTOR: AMERICAN INDIANS; *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; CHINESE AMERICANS; *ETHNIC GROUPS; *ETHNIC STUDIES; JAPANESE AMERICANS; MEXICAN AMERICANS; NEGROES

THIS ARTICLE IS AN ANNOTATED LIST OF BIBLIOGRAPHIC ESSAYS AND BIBLIOGRAPHIES ON ETHNIC LITERATURE. (36 REFERENCES) (SJ)

JOURNAL CITATION: SCHOOL LIBRARIES; 21; 4; 47-54

ACCESSION NUMBER: EJ058028

PUBLICATION DATE: MAY 72

TITLE: CONCERNING INDIAN EDUCATION

PERSONAL AUTHOR: KERSEY, HARRY A., JR.

DESCRIPTOR: *ACCULTURATION; AMERICAN INDIAN CULTURE; *AMERICAN INDIANS; COMMUNITY CONTROL; EDUCATIONAL IMPROVEMENT; *EDUCATIONAL NEEDS; *EDUCATIONAL PROGRAMS; *GOVERNMENT ROLE; PARENT PARTICIPATION; SCHOOL COMMUNITY COOPERATION

ARTICLE IS BASED IN PART ON AUTHOR'S EXPERIENCE AS DIRECTOR OF EDUCATIONAL PROGRAMS FOR SEMINOLE INDIANS. (EDITOR/MB)

JOURNAL CITATION: EDUCATIONAL FORUM; 36; 4; 473-7

ACCESSION NUMBER: EJ058029

PUBLICATION DATE: WIN 72

TITLE: ART AND THE HIDDEN VOCABULARY OF INDIAN CHILDREN

PERSONAL AUTHOR: MICKELSON, NORMA I.; GALLOWAY, CHARLES G.

DESCRIPTOR: *AMERICAN INDIANS; *ART EXPRESSION; *CHILDREN; CONCEPT FORMATION; EDUCATIONAL PROGRAMS; *EDUCATIONALLY DISADVANTAGED; LANGUAGE DEVELOPMENT; *VERBAL DEVELOPMENT

DATA SEEM TO INDICATE THAT FOR CHILDREN DISADVANTAGED WITH RESPECT TO SOCIAL CLASS AND ETHNIC BACKGROUND THERE IS A FUNCTIONAL INTERACTION BETWEEN ART AND LANGUAGE WHICH ALLOWS SUCH CHILDREN TO GIVE VERBAL EXPRESSION TO THEIR CONCEPTUAL DEVELOPMENT. (AUTHORS)

JOURNAL CITATION: STUDIES IN ART EDUCATION; 13; 2; 27-9

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  - EJ055705
- EXPERIMENTAL SCHOOLS
  - EJ051693
- EXPULSION
  - EJ035950
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  - ED056807
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  - ED059832
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  - ED052080
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  - ED056812
- FAMILY INCOME
  - ED056789
- FAMILY INFLUENCE
  - ED056788
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- FAMILY LIFE
  - ED054098
- FEASIBILITY STUDIES
  - ED055726
- FEDERAL AID
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- FEDERAL GOVERNMENT
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- FEDERAL LAWS
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- FEDERAL LEGISLATION
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  - ED051949
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  - ED048951
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  - EJ052879
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  - EJ039391
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  - ED057957
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  - ED052850
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  - ED063066
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  - ED054896
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  - ED063429
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  - ED051919
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  - ED058989
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  - ED060971
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  - EJ045164
- HIGHER EDUCATION
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  - ED050881
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  - ED057948
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  - ED050862
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  - EJ042586
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  - ED048949
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  - ED058982
- LIBRARY PROGRAMS
  - ED051917
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  - ED053851
  - ED054811
  - ED060982
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  - EJ049561
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  - ED060982
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  - ED050345
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  - ED050875
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  - ED060747
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  - ED052672
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  - EJ047415
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  - ED051936
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  - ED057965
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  - ED050847
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  - ED060709
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  - ED063062
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  - ED060709
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  - ED050364
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  - ED048924
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  - ED051945
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  - ED058788
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  - EJ037185
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  - EJ047903
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  - ED050847
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  - EJ036614
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  - EJ050735
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  - EJ056354
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  - ED060980
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  - ED062058
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